Break

Language of summitry

Ministers of education flew into Lisbon from all over Europe last week to prove yet again that while the air of international summitry is rare enough to produce heady outbursts of principle, it has only a minimal ability to support life as we humble mortals know it.

Talk of parents, teachers and pupils soon gives way to discussion of "societal attitudes", "horizontal integration" and "the democratization of our structures".

One minister, reports Hilary Wilce, told last week's conference that "preschool education is characterized as the crucial period of the child socialization. It draws our attention to the fact that in modern societies the dimensions of the family aggregate have quite often been reduced. Which entails immediate consequences expressed in the need of the creation of appropriate structures vocationed to assure the harmonious development of the child in a very close collaboration with the family."

Such talk comes filtered through several language barriers and delivered up through headphones, so the end product sounds curiously segmented and expressionless – as if bit part players from *Dr Who* are practising their lines.

Delegates to such international conferences have an astonishing ability to live up to national stereotypes. The Scandinavians arrive fresh and bright, full of concern about human rights; the French are coolly logical; the Brits are publicly low-key, but busy behind the scenes, fixing things to their liking.

There often seems to be an unwritten law that the smaller a country's gross national product, the longer its speeches, but then speeches are not what these conferences are all about.

The key to what is really going on lies elsewhere, with the unobtrusive international bureaucrats flitting about the edges of the room, and the supposedly observing observers.

They are the ones who need to justify their jobs with some concrete conference outcome, be it only the blandest statement of accord. So they are the ones who prompt and caution, who "set up" speakers and smooth out national differences with a carefully suggested phrase or two.

International conferences always take place in rooms which offer no hint of whether it is day or night, summer or winter. The location could be anywhere from Amsterdam to Athens. But from time to time delegates emerge, blinking, to be fed and watered, and it is then that the real European cooperation gets under way.

Aristides has known normally staid British officials party till dawn with their Norwegian opposite numbers, while in Lisbon the good ladies of the Finnish delegation skipped back from lunch across the greensward bearing freshly picked buttonholes for their own minister, and others.

After that particular lunch one delegate slept soundly all the way through the Holy See's exposition on nursery schooling. Others were to be seen surreptitiously reading street maps of the capital or sliding out of the room for reviving cups of coffee.

"Fifty? I thought that was when they started."

North Sea ferry to success

As the daily ferry from Hull to Rotterdam slid down the Humber last Wednesday afternoon, the Council for National Academic Awards was approving a new degree at Hull College of Higher Education.

It will quicken business on that ferry. The BA hons in European business studies starting this September will require its 30 students to spend two of the four years in Germany. During the other two, they will be back and forth across the North Sea as though it were no more than a brief tram ride.

"Anybody leaving Hull on that ferry will be in Munster the next afternoon," said Mr David Kinnear, a principal lecturer and the course leader. The *Fachhochschule* in Munster is where the overseas half of the course is based. And 30 German students will start a mirror image of the course in September, spending two years in England and ferrying back and forwards to the Humber port in the remaining years.

Much of the time the two groups of students will be mixed together in class. Six months will be spent out in industry in British and another six with industrial placements in Germany. Students of both sets of students will qualify for their own college degree plus that of their foreign counterparts – BA hons, European business studies and *Diplom Betriebswirt*.

Mr Kinear recognizes that it will be a demanding course. "After six months when they have just got used to living in Hull they will take off for six months in Munster. But at least accommodation is guaranteed for them there."

Proficiency in German at A level is, surprisingly, not required – O level will do and not even that is demanded in maths – "We feel it might cut out some good potential if we demanded Os in both" – but applicants must have at least two A levels. Aspirants should ring Mr Kinnear on Hull 41451, ext 310.

Be your own bookseller

About one school in six possesses a bookshop, so ensuring that at least some new books are getting into schools these days, even though pupils may have to buy them for themselves. Such bookshops can be modest affairs, operating once a week from a corner cupboard, or in bigger schools in separate rooms with all the atmosphere of the real thing.

For schools still at the stage of merely considering this sort of development, but nervous at the idea of nightmarish stock-taking exercises, or heaps of unsold volumes, the School Bookshop Association has now produced a 42-page booklet whose solemn title, *How to set up and run a school bookshop*, gives no idea of its liveliness.

Among the illustrations, different colour types and – for once – genuinely informative trade advertisements, there is sound advice on every sort of problem, from what site to choose to how to keep accounts or get the most from your local bookshops or authors. The major advantages and disadvantages of each possible step are scrupulously listed in no-nonsense terms, and there are also first-hand accounts from other teachers who have successfully managed to run a bookshop.

Even schools which already have their own arrangements for selling books could learn something to their advantage from this booklet, which comes from the publishing stable that also produces *Books for keeps*, an equally lively bi-monthly survey of today's children's literature.

How to set up and run a school bookshop, £1.20, from the School Bookshop Association, 1 Effingham Road, Lee, SE12 8NZ.

Next week

- Philip Venning explains why a General Teaching Council is doomed to failure.
- Involving parents: Barbara Tizard, Jo Mortimore and Bebb Burchell on their project's work in nursery and infant schools.
- Peace education: Hilary Wilce on the course at Atlantic College; Daniel McQuade on the "Children's Creative Response to Conflict" project.
- Closing the generation gap: Barry Cole on his own and his daughters' taste in pop music.
- Books: Michael Wade on South African literature; David Wright on Paul Foot's *Red Shelly*.
- Extra: Environmental Education.

Personal column

Ted Wragg
Referee's decision

Dear Elspeth,

Thank you for your letter bringing me up to date about your various job applications. I did indeed know that you had applied for 47 English posts, as I have written 47 references on your behalf, though I did not realize you had 14 interviews.

You say in your letter that you wonder if I am "doing you down" in my references. God knows, Elspeth, I perjure myself enough in them to get Idi Amin on to the shortlist, but you must recognize that there is a limit.

It is most unfair of you to suggest that I do not stress the good work you did on your long teaching practice at North Swineshire Girls' Collegiate. You cannot, surely, have forgotten the fuss from parents about your project on "empathy". When I organized the NATE workshop on "Creative Writing Through Direct Experience" which you attended, I never thought anyone would be so silly as to have pairs of pupils glue themselves together with Araldite, so they could write about what it was like to be Siamese twins.

Also I warned you that Miss Ashcroft did expect a certain kind of formality in the school, and that the girls were required to stand at the beginning of each lesson until you gave them permission to sit down. Your regular opening "Park your bums" was seen by the senior staff as somewhat deprecating of the school's traditions.

I know you tried hard to make up for these errors at the end of your teaching practice, but Miss Ashcroft has refused to wear the see-through blouse you bought her, nor did she appreciate your offering the school library copies of *Growing Cannabis in a Window Box* and the cheap adolescent novelette *Boot in your Groin*.

I have taken the liberty of ringing up one or two heads of schools where you were called for interview, and I am sorry to hear that you really did not conduct yourself as sensibly as I should have hoped.

At West Swineshire Comprehensive, for example, the chairman of governors is not only extremely well read, but is also president of the local English Language Society. He was most unhappy at an English teacher's use of crude Americanisms, and in any case it was tactless of you, in interview, to describe Milton as "pure hogwash" and Shelley as "so much horse manure".

A Tyneside headmaster told you had rung up to ask if his school was in the North, as you had no intention of teaching pupils who talked like Scotsmen with their brains kicked in.

Strictly speaking, by the way, you should not be describing yourself to these heads as having completed all the requirements of the PGCE. As you know, your dissertation on sex education, assisting, as it did, of the single word "Whoopee!" typed over and over again on 43 sides of A4, was not up to the standards we require in this university, and you are deemed to have failed the theory part of the course until you re-submit a satisfactory piece of work. Incidentally, writing to the external examiner asking him to award you the NUT prize to help finance a boutique was without precedence in my experience.

I am glad you enclosed your next letter of application for me to cast an eye over, as presentation can matter when there are hundreds of applicants for posts. One or two little points do occur to me.

First of all, and this may sound a little old-fashioned, I think some heads may look unkindly on the first page being lilac scented notepaper, and the second lined Oxford pad paper with holes in the margin.

Another point which struck me was that you have written exactly the same letter as in your previous application to the Lake District school. Thus your offer to take the walking and start a nature reserve may be thought unrealistic by the head of Stepney, and you might give it further thought. He may also be a little put off by some of your spelling errors. I noted, among others, "accuracy", "existence", "standerds" and, when you were writing about how you felt at the end of teaching practice, "deshekered". Perhaps you could, in any case, find a better choice of words here.

You ask about Miss Ashcroft acting as your referee instead of me, and I should not be offended at all by this, though I do remember her school practice report on you began "If only her IQ were as high as her hemline" and went on to talk about your "gauleiter approach to children".

Finally, I am sure it is worth "giving the independent sector a whirl" as you put it, but I should counsel against writing directly to heads asking "Is any of their staff "are about to croak".

PS: In answer to your other query, of course you are free to apply for the vacant lectureship in the university, but since I shall be on the interviewing panel, would you mind using Miss Ashcroft as a referee?

Heseltine baiting

One of the first casualties of the great quango cull last year was the Centre Environmental Studies, struck mortally by the swingeing cut in its grant from Michael Heseltine's own Department of the Environment.

That meant a premature end to the short but vigorous life of the CES *Review*, a demise said to give much personal satisfaction to Mr Heseltine quite apart from its quango associations, since it was believed to be high on his personal hit list in its own right. Its free-ranging comment on local government finance and administration was often too close for comfort; particularly when its target was likely to be the very department which gave it succour.

Heseltine may now be feeling that it was a hydra whose head he lopped. All the familiar ingredients of the CES *Review* have now popped up in another journal, this time called *Public Money*, and published with the backing of the Chartered Institute of Public Finance and Accountancy.

Subtitled "Policy journal of the public sector", it declares itself editorially independent of CIPFA in its bid to promote discussion of public sector matters. The editors are John Gretton, who used to edit the CES *Review* (and was on *The TES* staff before that), and Anthony Harrison, who was Gretton's boss at the CES, on secondment from his post as a senior economic adviser at the DoE. He has now resigned from the Civil Service, giving up an under secretary's salary to take a chance on *Public Money*.

The first issue, just published to coincide with CIPFA's annual conference, has some sharp stuff by Aubrey Jones, former chairman of the Prices and Incomes Board, on public service pay and comparability, and a rather flabbier essay by Edward du Cann on Parliamentary Select Committees. An article by Professor Christopher Foster on How to Arrest the Decline of Local Government puts forward the same solution, local income tax, as does Professor John Stewart on the Platform page of this week's *TES*.

CIPFA's relationship with *Public Money* is described by Gretton as "arm's length intimacy", but it seems likely that the public accountants' institute is keen to extend it professional influence and membership beyond local government through the journal. Certainly its influence and empire-building have been increasing of late, ironically largely because Heseltine himself has publicly commended CIPFA methods for better monitoring of public spending.

Harrisongate Gretton have now sent their cheque-carrying emissaries from their CIPFA office on "Remember us?" terms, and asking if he would care to contribute.

Who counts?

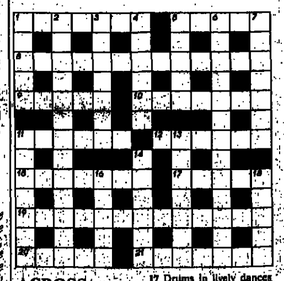
As school governors up and down the country struggle to take a responsible interest in new curriculum guidelines, the old counting vs concepts debate about primary mathematics remains the issue most likely to set them at odds with staff.

Perhaps this Einstein story, which has just come the way of Aristides, will throw new light.

Apparently Einstein used to play the violin with a celebrated pianist in their leisure hours. After making a mess of a particular piece, the exasperated pianist turned to the most celebrated mathematician in the world and said "Albert, it's 1, 2, 3, 4 – can't you count?"

Crossword No. 3

by Rufus



Solution to Puzzle No 2

ACROSS

1 Gives a hundred lines? (7)
5 Wide on top (5)
8 Protest about taxes put on oil (13)
9 An air of sanctity (5)
10 The gardener likes to see it overgrown (7)
11 Capacity to get on (literalness?) (6)
12 Not a musical score (6)
15 One pair moved out of doors (4-3)
17 Drums in lively dances (5)
19 Showing signs of fight (6-7)
20 Not late, but nearly lost (5 point (5))
21 No longer bound to deliver (3, 4)

DOWN

1 A light across the ship (7)
2 ... for one! (7, 6)
3 Bit root goes into a race (7)
4 Search inside the sky for architect (6)
6 A girl comes about politics to dodge (3)
7 Hit or miss when educating a struggling new student (3, 3, 6)
8 Many set fees? (7)
11 The last word is not permissible, perhaps (6)
13 Guarantee a return on authority (7)
14 Troops are due to see pay increases (6)
16 Cat-walk? (5)
18 Girl that is perhaps being on top (5)

THE TIMES Educational Supplement

FRIDAY JUNE 19 1981 NUMBER 3391 FIRST PUBLISHED 1910 PRICE 45p

Cash incentives to cut surplus schools

by Richard Garner

Local education authorities will be offered cash incentives to speed up school closures and go ahead with plans to put surplus school buildings to alternative use.

There will be more than 3 million surplus primary and secondary school places in five years' time and Mr Mark Carlisle, the Education Secretary, is asking local authorities to take 1.3 million of these out of use by then.

He says in a circular to local authorities that he is prepared to recognize that closing schools often requires money to be spent on building work in order to improve the other schools which take on the displaced pupils. This will be borne in mind when allocating cash to authorities for their capital spending.

The National Union of Teachers said this week that this implied a threat of financial penalties on local authorities unwilling to close schools, was "coercive" and would restrict local authorities' discretion and initiatives.

The circular was also criticized by the Association of Metropolitan Authorities whose education committee chairman, Mrs Nicky Harrison, attacked the decision to ask local authorities to produce five-year plans for school closures by saying: "You cannot normally put a suspended sentence on a school for that length of time without destroying its morale." The circular also made "doubtful assumptions" about the rate at which schools could be closed, she added.

The circular recognizes that most savings will be made in larger schools since many small schools may be in rural areas where the length of a child's journey would prevent closure.

It states that authorities could save £10m a year for every 100,000 surplus school places taken out of use, adding: "Every 100,000 surplus places retained involve rising costs amounting to about one-sixth of what English authorities now spend on books.

The circular also urges education authorities to take a close look at individual special schools since "medical advances in detecting potential disabilities before birth and in treating them are reducing the number of children whose problems are so serious as to require education in special schools".

Mr Alan Evans, head of the NUT's education department, added: "This is the most ill-considered and insensitive step taken by any education secretary for years."

Meanwhile, classrooms are now being used to house different kinds of captive audiences as a result of imaginative conversion schemes designed to put redundant school buildings into alternative use.

The DES revealed this week that one school, Queenstown Infants School in Swindon, Wiltshire, had already been converted into a magistrates' court with two of the classrooms used as prisoners' accommodation.

Another, Osborne Road Primary School in Fareham, Hampshire, has become a drama centre with he school hall turned into a theatre.

Unions draft pay policy

A radical new salary structure which would give teachers automatic rises through the lower pay scales and increased promotion prospects by next year is to be hammered out by union leaders today.

The two biggest teachers' unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, are to accord over the main demands they will put to a working party on teachers' pay set up with the local education authorities.

They want an automatic transfer from the bottom of scale one (at present £6,633) to top of scale two (at present £7,206). The NAS/UWT want teachers to move from scale one to the scale two minimum (at present £5,346) within four years.

Both also want to see more incentives for teachers who stay in the classroom – thus freeing teachers from the pressure of taking on posts with more administrative work in order to improve their salaries.

According to the NUT blueprint on a new salary structure, this should be achieved by creation of more senior posts in schools – and a reduction in the amount of discretion left in the hands of local authorities to create such posts. In addition, the NAS/UWT is quite happy for teachers to face regular assessment in exchange for receiving more incentive to stay in the classroom.

While the Government wants to close down surplus schools and turn them over for other use, a Bedford church was re-opened last week as a dining hall and classroom block for the town's High School.

Invitation to the final reunion

The final reunion for students of a college which opened in 1975 and was listed for closure two years later is to be held next month.

Milton Keynes College of Education was the most modern purpose-built teacher training college when it first opened its doors. But it has been sold to the Post Office for use as a technical training college.

Former students are being invited to a final farewell on July 10-12.

Walkout after head returns

All teaching and non-teaching staff at a special school walked out this week because they refused to work with the headteacher.

Miss Sylvia Howarth, head of John Chilton School in the London borough of Ealing, had been suspended for four months on full pay while the council carried out an investigation into "alleged difficulties" at the school.

On Tuesday night the education committee decided to reinstate her despite calls from opposition Labour members for further inquiries.

The five teachers and non-teaching staff at the school gave notice that they would not work with Miss Howarth; and Ealing education department telephoned parents of pupils at the school to say the school would be closed on Wednesday.

Mr Nick Grant, National Union of Teachers' representative for the area, said on Wednesday: "Staff at John Chilton have full support from the NUT for indefinite strike action until the matter of Miss Howarth's reinstatement is resolved. All staff, teaching and non-teaching, refuse completely to work with her."

A spokesman for Ealing Council said a meeting was on between council and trade union officials to try to resolve the difficulties. He said the decision to reinstate Miss Howarth "immediately brought some form of protest from the rest of the staff – both teaching and non teaching."

All's well that ends well after syllabus mix-up

A level examination. Question One. How can a teacher teach the wrong syllabus for two years? Discuss.

In London Mr Syd Sparkes, from Woolwich Polytechnic School, spent two years teaching Gower's *Complete Plain Words* instead of Coombe's *Literature and Criticism*.

He did better with his O level class, at least getting the right author, W. Shakespeare. Alas, he plumped for the wrong play. Instead of battling with *Henry The Fourth Part One* he chose not Part Two, which might have been understandable, but the *Merchant of Venice*, which takes some doing.

Mr Sparkes was sent home from school because he was "distressed". Perhaps he was worried his pupils might make some use of what they had learned by extracting a pound of flesh from him.

The lads at Woolwich did at least have the chance to mug up on some literature, a small mercy for which the girls taking A level at Priesthorpe School, Pudsey, Yorkshire would have been grateful. They turned up for their French language exam to find it was French literature.

"There was a little weeping", said headmaster Don Baddeley this week. The girls had studied literature too but had been told the exam would be later in the week and missed the chance for last minute revision.

In both cases teachers overlooked messages sent more than a year ago from the examination boards. But the boards have agreed to make allowances. So "All's Well That Ends Well" as Shakespeare said ... or was it Gower ... or Coombe ... or Racine

David Lister

This week

Dispute over dispute plan 3
Law and order teaching kit launched 5
Reading cleared of racism 6
College heads in conference 8
Birthday honours 10
Bigger budget boost for Australian jobless 14
Peace for their time? ... 20,21
Potency of cheap music 22
Keats on television 23
Integrated science publications 29

Extra

Environmental education 37-44
Comment 2
School to Work 12
Overseas 14,15
Letters 16,17
Talkback 18
Features 19-21
Review 22
Arts 23,24
Books 25-28
Resources 29
Media 30,31
Endpage 32
Aristides, Personal column, crossword 80
Classified 34

© TIMES NEWSPAPERS LIMITED 1981. Published by Times Newspapers Limited, PO Box 7, 200 Grays Inn Road, London WC1X 8EZ. Typeset by Computer Graphics Ltd, 17-21 Compton Terrace, London N1 2UN. Printed by Eyre & Spottiswoode Ltd, Thanet Press, Margate, Kent. Thursday June 18, 1981. Registered as a newspaper at the Post Office. ISSN 0307-6601

TIMES PAST — THE TIMES

EDUCATIONAL SUPPLEMENT

PO Box 7, 200 Gray's Inn Road, London WC1X 8EZ. Tel 01-837 1234

Save £130m on surplus schools or find the money elsewhere – DES

Falling rolls is an issue which does not come high in the popularity ratings for discussion and certainly not for action. Whichever way it is approached, trouble looms over school closures, teachers' jobs, the endangered curriculum, the future of the sixth form. Action on any of these fronts will court public, professional and political trouble and, as likely as not, be interpreted as an insidious form of additional cut.

All those factors help to explain why school places are not being "taken out of service" (note the euphemism) at anything remotely like the rate necessary to meet public spending targets. When the subject of surplus school places was raised in the autumn of 1979, a majority of elected local representatives put their heads in the sand and waited for the problem to go away.

Last year's public spending White Paper laid down a target of 700,000 places to be eliminated by March 1982. This soon became so clearly unattainable that the White Paper in March this year allowed an extra year to meet the same target. That is still going to be hard to achieve. The latest hard figures available (which only go up to the end of 1979) show 133,000 fewer permanent and temporary places, with plans to take out another 119,000 by March, 1982. Preliminary figures for 1980 suggest little change to this projection of 250,000 odd. What are the chances that the local education authorities, many of whom have just taken a turn to the left, will immediately set about closing classrooms and whole buildings in time to dispense with another 450,000 places between March 1982 and March 1983?

Bravely leading with the chin, the Department of Education this week produced a circular designed to ram home the optimistic message that cutting classrooms is both necessary and good for you, educationally and financially. It backs this up with useful broadsheets from the architects and building branch, demonstrating constructively how disused schools can be adapted for use by further education (where building stocks are often ancient, inadequate or running out of leasehold), or even for a drama centre or a magistrate's court – if the conversion funds are available.

Since the 700,000 target is built into public spending calculations, it is not a figure to be carelessly ignored. If savings are not made in this way, then compensating cuts will be demanded elsewhere, perhaps in the capitation allowances for books, perhaps, or teachers' jobs. Until now, most of the public debate has been about teacher numbers, which have not been cut in line with public spending forecasts either. By switching attention now to the need to do away with some of the fabric, rather than the personnel, of the education service the DES is hoping – almost certainly over-optimistically – to get the teachers on its side this time. The subjective truth is that any teacher threatened with the run-down or amalgamation of his own school is unlikely to close his eyes and think of England, or the greater good of the global figures. But 100,000 excess places cost £10 million a year: 1.3 million places "taken out of service" are worth twice as much as is now spent by all l.e.a.s. on books.

Sceptics are bound to ask if the statisticians have really got it right this time. Doesn't the latest upturn in the birthrate suggest that in the 1990s we will need all the schools that a mean Government wants us to close down in the 1980s?

Although it is true that the uncertain science of demography helped to get us into the mess we are in today, predictions based upon what we already know cannot be discounted. The latest unpublished figures from the DES statisticians (see graph) show that although the upsurge in births looked briefly to be setting us on course for the high variant of the projection line, it has now slowed down bumpily towards the low variant. It is impossible to predict how far it will travel along this line, but any fine tuning to take account of economics, fashion or an increased staying-on rate is unlikely to alter the fact that even a return to the high variant would still produce a total far short of the 1969 school population.

A Study of School Building, published by the DES in 1977 and still the definitive work, estimated that in 1986 there would be over 3 million surplus primary and secondary places in England and Wales. It concluded, allowing for the space standards of good design, that 1.3 million surplus places could be removed by that year. That is the figure that the present Secretary of State is still working to, and even the most prudent local authority would have to accept that that still leaves plenty of room for any possible population expansion over the next six years.

But how to do it? Some savings might be made by simply removing temporary or permanent places; perhaps closing down a school wing, as some authorities are already doing. That can produce immediate economies on heating, cleaning and maintenance, though maintenance cannot be totally eliminated. Closing permanent places is more likely in the long run to be a stepping stone towards school closure, as overall numbers in the district justify, say, four schools instead of five.

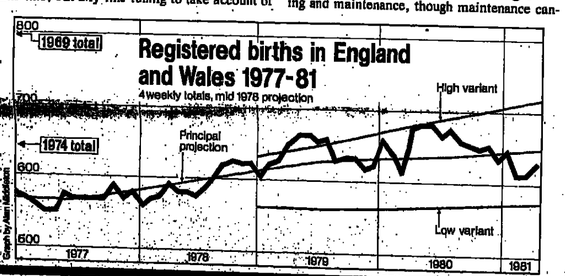
Although Mr Mark Carlisle, the Secretary of State, hopes to be able to get rid of many unsatisfactory old buildings in the course of the operation, demography and geography may once again get the better of intention. So far as primary schools are concerned, it is now recognised that closing small rural schools will no longer necessarily, save money once transport has been taken into consideration, even allowing for the need to provide extra staffing. The arguments deployed in this circular are not about the inaccessible schools in Cumbria; attention will be focussed on schools in urban areas where amalgamation and reorganization do not require extensive travelling.

Any merger of secondary schools, not shown to be really necessary, will be strongly opposed by those who have already witnessed the trauma caused by reorganization. There is a limit to the number of times a school can be reorganized without standards suffering. It is the educational argument that matters and, though the circular emphasizes the educational as well as the financial advantages of closures, it has to be said that it does not elaborate these unduly beyond warning of the dangers of mixed age-groups in primaries, and the risk of losing essential subject teachers if secondary schools become too small.

Several factors are glossed over here, or only hinted at if you can decode the departmental style. The DES is now working on the policy that staffing should be curriculum-led. But, perhaps because this is inconvenient for Chancellors of the Exchequer and chairmen of finance committees who still yearn for simple staffing ratios, this is not spelled out.

Again, it is now officially acknowledged that the extra number of teachers allowed for diseconomies of scale in successive public spending figures has now been quietly dropped. The between-the-lines assumption of the circular is that a small secondary school in a rural area may have to be staffed up to protect the curriculum, but that money must be saved by the authority elsewhere to pay for it, perhaps by a tougher policy on surplus places.

One of the many difficulties which the logic of the circular points up is that the schools most suitable for closure may well be modern buildings, built within the last 20 years, to serve a young, mobile population – perhaps on a new housing estate – which has now grown older or moved on. Demography and migration can produce patterns which no local authorities can predict or control. The new circular may tell them where they should be going, but that won't make the way there any easier.



Comment

Edward Boyle CH

Mrs Thatcher may or may not have withheld Birthday honours from striking civil servants, but there will be widespread pleasure that she did not allow her political prejudices to prevent Lord Boyle from joining a quartet of ennobled ex-Ministers of Education among the Companions of Honour – the others are Lords Butler, Hailsham, Stewart and Glenamara (alias Short).

As a politician, Edward Boyle has had much in common with Shirley Williams. If he were still in active politics he might have been an important Conservative recruit for the Social Democrats. Like Mrs Williams, he has always enjoyed the respect and affection of his political opponents as well as his party colleagues. An unrepentant non-sectarian, he stood at the opposite end of the Conservative spectrum from Mrs Thatcher without feeling obliged to pour contempt or odium on those who disagreed with him.

This, of course, is why he gave up politics to be a vice chancellor of what, in retrospect, must have been a critical stage in his political fortunes. He was close to Heath, and after the death of Iain Macleod he might well have played a leading part in the Government Heath formed only moments after Boyle moved to Leeds.

As a vice chancellor he has been a solid, middle-of-the-road figure, saying conventional things about scholarship and research. In this, perhaps, he has been a disappointment to those who felt he had the prestige to help the universities to take a more radical look at themselves and their relations with the outside world.

Some people have taken this to be his way of proving to potentially sceptical academic colleagues that he is really one of them and not a renegade politician. It was more than this. It was not inconsistent with his general approach to politics. He was not an original thinker or policy-maker, though he certainly understood more clearly than most people in his party some of the fundamental changes taking place in society, such as those working for the comprehensive school and against the segregated grammar and modern schools. His quality was courage and integrity, not originality – the capacity, having accepted the analysis of others he trusted, to apply it and use his political talents to try to educate his party to accept it.

His failure as a politician was the failure of the natural consensus-builder, whose instinct is to create the broadest base possible for a national education policy. As Edward Boyle joins the Companions of Honour, it is worth asking when next the task of reconciliation will be attempted. The Boyle approach remains sadly out of fashion.

New round of NUT sanctions

There are reports this week of proposals for the introduction of sanctions against six l.e.a.s which are planning staffing cuts. If the NUT's current campaign goes ahead as planned (page 5) it will make its main impact when schools return from the summer holidays in September.

Many authorities on the latest list happen to be Labour l.e.a.s, some of which held out against Government requests for cuts, and have, therefore, maintained or marginally improved already favourable staffing ratios in recent years. Now they are under pressure to make up for lost time with cuts which reduce the size of the teaching force faster than the projected fall in pupil numbers.

The staffing plans against which the NUT action is being taken are those derived from budgets adopted in the spring; they do not stem from any intensification of stringency induced by Mr Heseltine's latest message. If l.e.a.s respond to that, much more widespread sanctions will be called for, possibly in association with other local government unions. The Association of Metropolitan Authorities has so far said its members will decline to present amended estimates for 1981-82, to fall into line.

In many cases the areas where sanctions are under consideration will have better staffing standards – even after the projected cuts are carried through – than some of the shire counties which have been holding down education spending for years. But this is the way it goes: the NUT is right to apply pressure at the points where decisions are being taken and that means attempting to undo any l.e.a. which budgets for deteriorating staffing ratios.

Stop cooking the books

The Educational Publishers' Council has taken up its annual threnody with more "cheerless" accounts of how local authorities have allowed the schools' book purchasing power to fall. Nothing is more difficult than to maintain a head of indignant steam behind a campaign which has to be sustained, year in, year out, with little or no sign that the message is getting through.

The EPC's approach has become steadily more sophisticated. Nowadays, in addition to league tables based on national statistics of dubious quality, the Council makes more detailed regional surveys – three of which are out this week – which yield the nearest thing to definitive statements of what is happening in each local authority (page 5).

Welcome as this careful accounting is, the picture which emerges is not fundamentally different from that provided by crude national statistics. Spending on books is far too low. It is not being increased enough to discount inflation. There are wide discrepancies between the "best" and the "worst" l.e.a.s, based on no deliberate curriculum policy. Capitation allowances are being made to cover more and more items of expenditure. The school library service is also under threat. (In one county, Surrey, no funds have been allocated to it for 1981-82).

The EPC is a publishers' pressure group whose main *raison d'etre* is the sale of school books. But the facts which it sets out – facts behind a drop of four million copies in book sales last year – are not in dispute. The recent HMI survey showed that the real value of capitation allowances had fallen in four l.e.a.s. out of five and that in a few cases the actual amounts were less than in 1979-80.

There is no mystery about what needs to be done: more money should be spent on books. In a feeble sort of way, this is Mr Carlisle's policy reflected in Government's projected spending plans.

But whether it happens is up to the l.e.a.s and it is a fairly safe bet that, at the moment, Mr Heseltine's clamant demand for cuts echoes more loudly than Mr Carlisle's whispered invitation to spend more.

No comment

"Pastoral. A man will assume general duties connected with all children in the school. A woman will be designated to be in charge of girls' welfare". Part of a job description for a deputy headship in a London Borough of Bexley secondary school.

Oxfordshire asked to stretch capitation money to cover more

by Biddy Passmore

In Oxfordshire, capitation allowances are expected to cover not only text and library books but also stationery and materials, educational equipment, furniture and fittings, activities and visits, games, printing, prizes and speech days, repairs, postage, first aid, telephones and cleaning.

This astonishing list is included in one of three pamphlets issued this week by the Educational Publishers' Council describing schoolbook provision in the Home Counties, East Anglia and the South East.

Mr John Davies, director of the council, describes the trends they show as "repetitively cheerless". As the EPC survey gradually covered the country, it revealed an "almost unbroken pattern of neglect", he said. Most authorities had substantially reduced their allowances but at the same time they were expected to cover more and more items.

Of the 16 local authorities covered by the survey, only two-Berkshire and Suffolk – had actually increased the purchasing power of their capitation allowances over the past two years. Although capitation money in Oxfordshire has to stretch so far, its purchasing power has dropped by 11.7 per cent, the steepest overall drop in the Home Counties.

This means that most councils are completely ignoring government pleas to increase spending on books. The latest White Paper included provision for a 2 per cent increase in spending on books and equipment up to 1984.

In every case, authorities were spending well below the National Book Leagues's recommended "reasonable" figures – £9.57 a head on primary and £15.63 on secondary – even before the latest rounds of cuts. And nearly all fell well short of the national average figures – £4.53 and £7.73.

In 1979-80, Berkshire for instance spent only £2.77 per head on primary school books, Surrey £2.95 and Suffolk only £1.98. In secondary schools, the lowest spender was £4.88 in Hampshire, followed by Lincolnshire at £5.46 and Surrey at £5.77.

Restraint on Asian pupils' home trips

Bradford education authority has prepared a plan of action to discourage Asian parents from taking their children back to their home country during school time for long holidays.

Heads will be allowed to remove pupils from school registers if pupils are absent for more than six weeks and to offer their places to others. Visits can last from a few weeks to a number of years with children absent mainly during their early or middle years of schooling. In one first school, 80 out of the 201 children who speak English as a second language have been abroad.

The authority has been concerned about this problem for a number of years as children often have to re-learn English on their return and face difficulties in re-adjusting. But the problem has been exacerbated by acute pressure on school places following the phasing out of the authority's dispersal policy which will be completed by 1984 and a population explosion in the inner city, mainly Asian area.

Mr Norman Roper, assistant director of education, said the tremendous pressure on school places made it difficult to keep one vacant for a child who had gone abroad indefinitely when there were other Asian families knocking on the school door.

He appreciated there were good family reasons for parents wishing to take their children abroad and it often parents should be aware of the educational disadvantages involved, and of the authority's policy.

At a recent meeting between parents and the authority, community leaders pleaded for more flexibility in the time limit and suggested that schools could loan books so children could continue studying when abroad.

Rampton letter to Carlisle goes missing

by Diane Spencer

Mr Anthony Rampton's letter to the Education Secretary, presenting his committee's interim report last February, is missing from the final published version out this week.

It is usual for such letters to be part of Government committee reports. The report on the education of West Indian children was summarized extensively in *The TES* on May 29.

In his letter, Mr Rampton said: "We are convinced, from the evidence we have obtained, that West Indian children are underachieving in education by comparison with their contemporaries. There is a need for urgent action. We therefore hope that this report will be read by everyone concerned with education and that our recommendations will be implemented with the minimum delay."

Mr Rampton expressed surprise this week at the omission of the letter. "It seemed to me to be singularly inoffensive," he said. Last month, Mr Rampton was asked to resign as chairman of the committee by Mr Mark Carlisle, who replaced him with Lord Swann, provost of Oriel College.

Three other committee members resigned in protest. Mr Ken Millins, former director of Edge Hill College, Ormskirk, and Professor Eric Hawkins of York University left soon after Mr Rampton and Mr Jim Rose, former chairman of Penguin Books, resigned earlier this month.

During the drafting of the report, the committee decided to place less emphasis on the home background of the West Indian children as being a major factor in causing children to do badly at school. Instead, the blame is placed on racism, negative teacher attitudes, and an inappropriate curriculum.

The report does say that a disproportionate number of West Indian parents are forced to go out to work because of economic circumstances, more West Indian men work night shifts than whites and that there are more black one-parent families than white.

"West Indian parents may therefore face particular pressures affecting their children in the vital pre-school formative years."

West Indian children in our schools, Cmnd 8273, HMSO. £5.30.

Local authorities and unions fail to agree a new procedure

Disputes talks end in dispute

by Richard Garner

An attempt to agree a new disputes procedure which would help resolve differences between local education authorities and teachers' unions has ended in a dispute.

Both sides have been concerned over the way in which the existing procedure has operated over the past few years.

Teachers' leaders claim it is too easy for the authorities to ignore it while local authorities are worried that the unions can use it as a device to hold up policy decisions which have been agreed by elected councillors.

A compromise package which would have allowed either side to invoke a dispute while setting a time limit of completed was put forward at last week's meeting of the Council of Local Education Authorities' school-teachers' committee

However, the move failed when authority representatives demanded the inclusion of a clause which would have excluded all disputes affecting local authority budgeting.

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "What in effect it means is that the local authorities are in fact reneging on our collective agreement".

A local authority representative said: "We will now have to continue to try to operate a procedure which either side at will can more or less ignore if they want to – even though it is operating quite successfully in many areas."

Last week's meeting also decided to put on ice a plan to replace the present schoolteachers' committee – which is responsible for teachers' conditions of service – with a new body which would have an independent chairman. Mr Mark Carlisle, the Education Secretary, is expected to introduce legislation to link conditions of service and pay – currently negotiated separately in the Burnham committee – in the autumn.

Local authorities have asked for a breathing space to consider the claim by teachers' unions for a national premature-retirement scheme which would allow volunteers to go at 50 with guaranteed pension rights.

The authorities said at the CLEA-st meeting they would like time to consider the scheme and work out how much it would cost.

MP takes up case: A dispute over a teacher's terms of service with his local education authority has prompted his MP to table a question in the Commons.

Mr Nicholas Winterton, (Conservative Macclesfield) is asking Mr Mark Carlisle, the Education Secretary, what steps the teacher can take to sort out the dispute – and how many teachers in England and Wales have asked for conditions of service and been refused them.

His intervention stems from the case of Mr Alan Brooke-Smith, who teaches at Biddulph comprehensive school in Stoke-on-Trent and at an evening institute on the same site. He says that although he spends most of his time (60 per cent) on his further education work, – he is paid the scale three rate for a primary and secondary school teacher.

UGC wraps up cuts package

The University Grants Committee met yesterday to put the finishing touches to its restructuring of the university system to meet government spending cuts.

Letters setting out next year's allocation of grant to individual universities should go out within the next 10 days. They will include the committee's plan for each institution to enable the system to cope with an anticipated 15 per cent drop in income over the next three years.

It is rumoured that the effect of the committee's decisions will be to create three tiers of institutions: a top tier, including Oxford and Cambridge and the major municipal universities like Manchester and Birmingham, which would escape virtually unscathed; a middle tier, which would be asked to close some departments or even faculties; and a bottom tier of institutions which might lose all research facilities and become similar to liberal arts college. The closure of a whole institution has been ruled out.

However, a spokesman said this week that no university would lose all its research facilities.

Mr Mark Carlisle, the Education Secretary, said on Tuesday that he could not guarantee that all students who had already received conditional offers of places would be able to take them up this autumn.

"We shall have to wait till we've seen what the UGC has recommended," he said during Question Time in the Commons. And he added that it was better to cut in a way that preserved excellence than across the board.

Later Dr Rhodes Boyson, minister responsible for higher education, made an attack on British academic tenure which, he said, was given more easily and at a much lower level than in other countries. The universities should look at the system, he said. There would not be much sympathy for lecturers when people could see the problems of unemployment elsewhere and found that certain people had tenure for 40 years.

Since most dons have tenure till retirement, compulsory redundancy is the most expensive item in the restructuring of the university system. The UGC has put the cost of redundancy pay-offs for 3,000 academic staff at £200m, although only £20m has so far been made available. But the committee has fought off attempts by the Treasury and DES to earmark some of the universities' equipment grant for a redundancy fund, because it says that would do top much damage.

Catholics told to support their schools

by David Lister

A sharp reminder to Roman Catholics to send their children to Catholic schools was given in 230 churches in the North-west last Sunday.

A pastoral letter by the Archbishop of Liverpool was read in all churches of the Liverpool Archdiocese to coincide with the publication of the Archdiocese's proposals for school closures in the city.

In the letter, Archbishop Derek Worlock also referred to school reorganization schemes in Knowsley, Sefton, Cheshire and Lancashire. And he said:

"The most important consideration for every Catholic family should be that its children attend a Catholic school. Clearly parents have duties in this matter, and it is a hopelessly weakening factor in negotiations if parents have not bothered to send their child to a Catholic school either because of inconvenience or social considerations or from the mistaken view that it does not matter.

"There have been cases of this in the boroughs of Sefton and Knowsley as well as in Cheshire and Lancashire. I ask parents to remember their duties as well as their rights."

The Rev Paul Thompson, press officer for the Archdiocese, said this week that the clear implication was that education authorities had pointed out in talks on school closures that a number of Catholic parents were not sending their children to Catholic schools, and the Archbishop was reminding them of their duties.

Brixton riot inquiry opens

Lord Scarman's inquiry into April's Brixton riots opened in London's Lambeth Town Hall on Monday. Its first task is to investigate the immediate causes of the events of April 10 to 12. It will hear oral evidence from about 80 witnesses and this is expected to take between four and six weeks.

The second phase will consider the underlying causes of the riots including factors such as housing, unemployment, policing and perhaps education. Much of this will be written evidence. Already the National Union of Teachers and the National Association for Multi-racial Education have submitted evidence. Lord Scarman hopes to publish his findings by the end of the year.

You can remember the date of Waterloo.

But will you forget the next PTA meeting?

Historical dates may be something that you're good at remembering. But important forthcoming dates, times and places may elude you.

If that's so you'll find that a Sasco Academic Planner can teach you a thing or two.

The Sasco Academic Planner comes with a kit of different coloured tapes and shapes. With these you can mark on the planner and see in advance all the important dates in your Academic year.

Beginning and end of term dates, half term holidays, staff and parent meetings, examination and result dates, and the times of staff tuition periods and free periods.

The Academic Year Planner runs from August through to July. It measures 3' x 2' and can be wall mounted for easy reference.

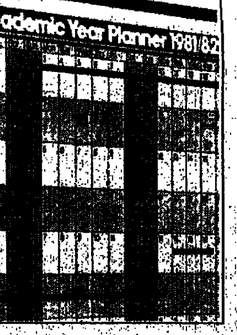
Sasco Academic Year Planners are available from all leading stationers and educational suppliers.

Or write direct to Sasco for a full colour brochure, and the address of your nearest supplier.

Sasco

Get a Sasco now

Sasco Limited,
27 Hastings Road, Bromley, Kent
BR2 8NA. Tel: 01-462 2241



Platform

The old idea of a professional council for teachers will not go away. Has the latest campaign to revive it a better chance? Philip Venning thinks not

The status seekers

Most areas of public policy have their Channel Tunnel – some ancient proposal that is neither bad enough to be completely dismissed nor good enough to overcome manifest obstacles. In education the obvious candidate is the professional council for teachers, first proposed in 1861, along the lines of the Law Society or the General Medical Council.

On the face of it, now is an excellent time to resurrect the idea of a General Teaching Council. But for all the well-intentioned efforts of the latest campaign, initiated by the College of the ground remain barely more than nil. All the teacher unions are supposed to be in favour. The only difficulty is a fatuous quarrel about its membership; so why shouldn't a fresh outside initiative succeed in knocking a few heads together to reach a fairly simple agreement?

The answer is a paradox: once the council seemed so important that the unions, notably the NUT, were not prepared to compromise. Since then, many of the goals that a teaching council might have helped to achieve, [illegible] by other means. While the council was still thought of as a means of attaining important goals, the unions were unwilling to cede any point of principle. Now the idea has become so unimportant that the unions cannot be bothered to compromise. Presumably there must have been some magic moment when the value of the council exactly equalled the cost of concessions. But no one was alert enough to spot it.

Meanwhile there has been discouraging evidence from Scotland where a General Teaching Council, broadly similar to the proposal for one in England and Wales, has been at work since 1965. The Scottish GTC has made little impact on the status of teaching (one of the main arguments in favour), and has done even less to rouse the interest of most classroom teachers. Only about a quarter of all those eligible vote for the members of the council.

The exact functions of a council for England and Wales are still debatable but the aim would be to give teachers more self-government. All teachers would be required to register, and a fee of about £4 a year would be deducted from their salary. The council would set entry requirements to the profession, and exclude the improperly qualified from the register. A law would bar from the classroom any teacher not on the register. The council would also administer discipline in extreme cases, and, more controversially, have a say over teacher supply.

Briefly. In 1970 it seemed as if a council just might become a reality following the recommendations of the Weaver Committee which looked into the idea. But the timing was bad. Teachers were still in short supply and the Government was scared that a council might restrict recruitment by pushing up entry requirements. Union leaders were unhappy both with the limited powers and the make-up of the council. Agreement of sorts was reached, but foundered on opposition from the NUT executive. A council which the NUT opposed would have been meaningless then and would be meaningless now.

In 1981 teachers are in abundance and some may soon be made redundant. Might not now be a good time to give the idea another airing? The College of Preceptors, an ancient and somewhat obscure body with no immediate axe to grind, was the originator of the idea in the nineteenth century. It is now behind a new campaign for a teaching council (CATEC), launched after a direct appeal to teachers through an advertisement in *The TES* last autumn.

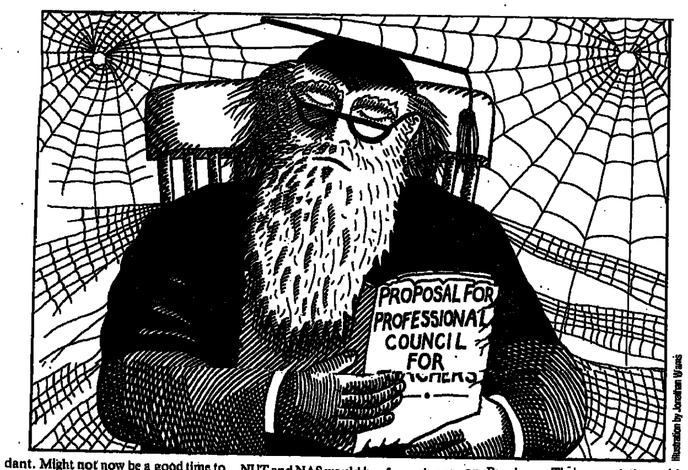


Illustration by Jonathan Wenk

So far, more than 400 teachers have volunteered a £5 subcription. But this hardly has the making of a mass movement. The success of the campaign all depends on the next step: a direct canvass of all schools.

The aim is simply to outmanoeuvre the union leaders and their continued stalling. A big vote in favour of a council would be a way of putting pressure on the DES to set it up regardless of the NUT, gambling on the possibility that once it was in existence, the NUT would have to abandon its boycott.

This seems to be extremely optimistic and rather naive. Of course the campaign can count on a general vote in support of a council – after all the unions themselves are virtually unanimous in their publicly declared belief in one. Certainly, also, various Ministers have made noises about the desirability of a council, but they have been careful to give themselves the all-important let-out clause "with the agreement of the teachers' unions".

The trouble is that the DES has not enough to gain to press the issue hard. The politicians are unlikely to court a row with the NUT on so irrelevant an issue.

To the outsider, the stalemate over the composition of the council seems incomprehensibly petty. The council would be a very different body from the Burnham committee which is involved with direct negotiations between two sides. By their very nature, matters of professional concern to teachers, imply a common interest among teachers, and not a narrow trade union sectional approach. A teaching council that was a battle ground between the NUT and NAS would be of no value at all in enhancing the professionalism of teachers.

The Weaver committee recognised there were two ways of choosing the members of a council; direct elections by every teacher in the country, or by nominations from the main teacher unions.

In Scotland direct elections seem to work fairly well. South of the border the sheer scale of the operation would make it much more expensive. But the real objection is that direct elections might favour well-known candidates from the big unions, and smaller groups with a useful contribution to make might be squeezed out. Interestingly in Scotland the reverse is true at the moment.

Weaver rejected direct elections and recommended instead a council of 40 members, 15 of whom would be appointed by the European Secretary, and the remaining 25 allocated between the unions according to an agreed formula.

The sticking point has been one of principle on the part of the NUT. The union would accept election because they believe their candidates could hold their own but if its membership is to be based on a specified formula, they are adamant that the NUT must have an absolute majority over the teacher members of the council.

During the later seventies the NUT was host to a number of meetings designed to break the deadlock. The intention was to put aside the argument about composition, and try to agree first on the basic structure and purpose of a council. But bickering between the NUT and NAS broke out and it was soon clear that further meetings would be futile. The NAHT had tried various ways of juggling the figures to please everyone but even this failed.

One minor complication has been the change in the number and nature of teachers' unions since Weaver. The Professional Association of Teachers, not surprisingly strongly behind the idea of a professional council, has grown large enough to be given a place on Burnham. Their association with CATEC is just the kind of help it can do without. What better way of rousing suspicions that CATEC's supporters were mainly interested in the council as a way of undermining the power of the unions?

Perhaps the main unsolved question about the function of a council concerns teacher training and supply. Weaver recommended a separate Advisory Committee, and this was duly set up in the 70s. At that time the over-riding issue was the run down of the colleges of education and ACSTT provided a crude way of handing responsibility, but no power, to the teachers themselves. Does the principle of self-government of the profession imply that teachers should have more than an advisory role, and if so, what should the relationship be between any new body and the council?

The questions remain unanswered, but it is a fair guess that the Government would not tolerate any proposal that will give teachers an ultimate say over teacher supply.

In Scotland, college of education staff have played an important, some say dominant, part in the GTC. But the union representing most of them south of the border, the National Association of Teachers in Further and Higher Education, has now decided that it is opposed to any council. This arises from the ambiguous position of those who teach the 16 to 19 year-old age group, many of whom, in further education, do not have recognised teaching qualifications and might find themselves barred from the register.

The one area of agreement is that the council should take over the job of striking off teachers guilty of serious misconduct. This has always been done, reluctantly but generally competently, by DES officials. The handful of teachers who every year are found guilty of sex crimes with children or who pocket the school travel fund end up on the infamous List 99, which bars them from working in a state school.

On any argument this sort of function is more properly carried out by the profession itself. It is certainly not the job of civil servants, however satisfactorily they do it.

The council could – and in reality probably would – continue the existing policy with few changes. Ironically many teachers' leaders suspect that the council would be rather harsher with offenders than the DES. What the council quite emphatically does not offer is the answer to the intractable problem of getting rid of teachers who are incompetent but not otherwise guilty of misconduct. Robert Balkin, the man behind CATEC, does however, point to an informal mechanism operated by solicitors, under which a solicitor who has doubts about his own performance can go for quite private personal advice. He suggests that a teaching council might set up a similar counselling service.

This would depend on the willingness of the teacher to recognise his own faults, and seek help, something which true incompetents are generally unlikely to do. If anything the very notion of professionalism among solicitors encourages a clannish loyalty – it is notoriously difficult, for example, to get one firm of solicitors to sue another. Teaching, by contrast, is highly unionised and it is the union, rather than the council as such, which would try to protect their weaker members. In the present climate the unions would be strongly opposed to any idea that the council should try in whatever way, and there would be no other way of sinking any tentative agreement on setting up a council than for its champions to raise this issue.

Where the council may have an indirect role in keeping an eye on teachers who are not up to the job, through probation. If the profession is to have greater control over teacher training and qualification, it is logical for a council to have overall responsibility for probation, as happens in Scotland.

Individual case work would still be done by local advisers, HMIs, and the DES. But, as the Weaver report recognised, "the basic concepts underlying the proposal for a teaching council imply that the final decision to exclude a teacher from the profession and the register should be taken by his peers. Borderline cases should therefore be dealt with by the council."

At the time, when teachers were in short supply, Weaver did not imagine that, in practice, there would be any significant change in policy. But as the number of experienced teachers out of a job starts to rise dramatically in the next few years, it is inevitable that the council would be tempted to become much tougher with probationers who do not really come up to standard.

Of course, this will help to improve professional standards at the margin over a long period of time. But the real effect will come through local employment policies and locally-negotiated redundancy and early retirement schemes, over which a council will have no control.

Without the ability significantly to alter professional standards, the case for a council looks rather flimsy. It also undermines what little credibility the argument about status has.

Teachers remain as ambivalent as ever about whether they would rather be professionals (with unpaid out-of-school commitments), or underpaid public sector workers fighting for trade union rights. The path of white-collar unionism followed by NUT and NAS has spawned an industrial militant movement among those who see themselves in the same light as doctors and lawyers rather than nurses or council workers. The mirage of a teachers' council is their one hope that the status of teaching will be improved. But it is an extraordinary piece of self-deception – no ordinary member of the public cares a damn whether teachers have a measure of self-government or not. A dustmens' council would improve the status of dustmen. Why should a teachers' council do it for teachers?

For the unions, who ultimately must agree before a council can be set up, the immediate concerns are education cuts, pay and job security, none of which are in the province of a council. A council just does not matter enough to anyone to be worth fighting for.

A council just does not matter enough to anyone to be worth fighting for

Labour councils in the firing line over cuts

by Richard Garner

Labour-controlled councils have been brought into the firing line as teachers step up official action in protest over cuts in education spending and a worsening of pupil/teacher ratios.

Teachers in six authorities – five of them Labour-controlled – are likely to be taking action, such as refusing to cover for absent colleagues, over the next few weeks.

Protest action by members of the National Union of Teachers was launched this week in Brent and Merton (which is Conservative-controlled) over cuts to the supply teaching force. In Brent, 2,000 NUT members went on a half-day strike on Monday and half of them attended a rally in protest at the cuts. In Merton, hundreds of children are likely to be sent home because the number of supply teachers has been cut from 37 to 7.

The next couple of weeks will see teachers in Barking and Dagenham and Birmingham – where 250 schools will be affected – refusing to cover for absent or sick colleagues. Mr Gordon Green, West Midlands executive member for the NUT, said he felt it was unlikely Birmingham's ruling Labour group would change its mind about cuts in staffing levels but added: "The campaign to protect standards must go on".

In Bradford and Barnsley, NUT members are at present involved in a ballot over whether to take action – as they are in first and middle schools in Tory-controlled Harrow, where some action has already started.

NUT leaders say the reason Labour councils are now in the forefront of the campaign is because they are now just beginning to introduce spending cuts which will worsen staffing ratios.

Campaigns are already underway in Bexley, Ealing, parts of Essex, secondary schools in Harrow, Kent and Sutton – all of which are Tory-controlled.

Big variations in spending revealed in new cuts demand

by Sarah Bayliss

Figures published this week reveal considerable variations in education spending across the country.

They are of special interest given the Department of the Environment's latest demand for revised budgets; the differences between authorities shown in the table below, could grow if some councils resist further cuts while others attempt to make them.

Some authorities which are clearly spending below the national average of £181.73 per head are among those which have been singled out for particularly heavy punishment by Mr Michael Heseltine, the Environment Secretary. Essex, for example, spending £160.87 per head on education, will lose £17m in grant unless it cuts its spending. To meet Mr Heseltine's target in full it would have to sack almost one-third of its teaching force.

The statistics below were submitted by local authorities after making their budgets this spring, before Mr Heseltine's latest threat. They are published by the Chartered Institute of Public Finance and Accountancy in a weighty package entitled *Financial, General and Rating Statistics 1981-82*.

The figures give a rough guide to council willingness to spend in the light of their social make-up, age composition and so on. West Sussex, for example, plans to spend the least per head, £133.69. The county argues it is bottom of the league because it has few children in proportion to the number of adults in the county. Last year West Sussex was not bottom of league in the education estimates expressed as spending per child – although it was below the average.

The outer London borough of Barking and Dagenham tops the league, spending £308.47 per head on education. But another qualification applies here; the figure includes the full cost of running the North East London Polytechnic which is ultimately met by the Advanced Further Education Pool to which all authorities contribute.

As a group, the Welsh counties plan to spend the most on education in 1981-82, averaging £191.17 per head. Some commentators link this to the high level of government grant which Wales gets compared with England though a Welshman might argue it reflects the high value put on the service in the principality.

However, it is not surprising to see London boroughs and the metropolitan districts broadly spending more than other groups. Only three English counties, Cleveland, Sunderland and Bedfordshire are among the top 20 highest spenders.

What local authorities expect to spend in 1981/82 per head of population:

	Education	School meals, milk etc.
Metropolitan Districts		
Greater Manchester	189.07	10.65
Bolton	171.66	7.85
Bury	273.00	16.16
Manchester	185.88	8.09
Oldham	186.69	11.37
Rochdale	166.75	7.29
Salford	167.88	10.10
Stockport	146.74	6.79
Tameside	161.62	9.16
Trafford		
Wigan	196.21	15.77
Merseyside	231.26	9.50
Knowsley	186.22	10.10
Liverpool	155.69	8.02
Sefton	167.19	8.21
Wirral		
South Yorkshire	175.76	11.04
Barnsley	194.60	10.94
Doncaster	189.04	9.04
Rotherham	211.89	8.71
Sheffield		
Tyne and Wear	180.06	8.49
Gateshead	241.26	12.74
Newcastle-upon-Tyne	166.83	8.09
North Tyneside	215.81	9.50
South Tyneside	207.06	9.62
Sunderland		
West Midlands	187.06	10.98
Birmingham	224.77	10.39
Coventry	157.79	5.05
Dudley	194.74	8.17
Sandwell	171.34	8.15
Solihull	222.96	10.61
Wolverhampton	259.85	10.53
West Yorkshire		
Bradford	186.62	10.08
Calderdale	172.16	10.16
Kirklees	200.39	10.83
Leeds	184.41	10.80
Wakefield	170.74	7.63
Non-Metropolitan Counties – England		
Avon	167.82	8.72
Bedfordshire	205.13	8.31
Berkshire	172.26	4.40
Buckinghamshire	167.96	5.90
Cambridgeshire	183.21	5.80
Cheshire	183.71	8.42
Cleveland	212.18	11.41
Cornwall	183.86	7.26
Cumbria	171.96	9.11
Derbyshire	186.96	6.96
Devon	163.32	5.81
Dorset	160.27	4.02
Durham	171.61	11.58
East Sussex	162.17	6.16
Essex	160.87	5.82
Gloucestershire	169.61	5.72
Hampshire	172.02	5.48
Hereford & Worcester	168.82	6.10
Hertfordshire	191.46	6.75
Humberside	184.47	6.22
Isle of Wight	164.57	6.29
Kent	167.88	6.82
Lancashire	167.74	7.48
Leicestershire	177.80	5.30
Lincolnshire	169.37	4.80
Norfolk	168.31	5.07
Northamptonshire	168.66	4.99
Northumberland	173.44	7.30
North Yorkshire	161.06	7.24
Nottinghamshire	183.03	9.80
Oxfordshire	169.16	5.06
Shropshire	164.42	6.13
Somerset	148.17	6.08
Staffordshire	167.62	6.37
Suffolk	158.34	5.52
Surrey	146.86	5.50
Warwickshire	161.63	5.99
West Sussex	133.69	4.04
Wiltshire	161.24	5.06
Wales		
Clwyd	194.42	7.31
Dyfed	194.41	8.95
Gwent	196.92	8.90
Gwynedd	177.53	9.94
Mid Glamorgan	197.01	9.13
Powys	213.60	8.12
South Glamorgan	176.30	9.71
West Glamorgan	197.56	7.58
London		
ILEA	272.36	12.60
Outer London Boroughs		
Barking & Dagenham	308.47	9.02
Barnet	186.67	9.83
Bexley	178.27	8.66
Brent	220.58	10.85
Bromley	169.73	7.94
Croydon	170.77	7.82
Ealing	191.70	10.88
Enfield	183.83	8.85
Haringey	205.26	11.11
Harrow	184.59	8.18
Havering	173.15	7.89
Hillingdon	182.98	7.20
Hounslow	182.88	11.12
Kingston-upon-Thames	248.68	9.34
Merton	184.21	8.74
Newham	223.48	10.80
Redbridge	155.88	4.78
Richmond-upon-Thames	146.67	5.13
Sutton	164.37	6.34
Waltham Forest	201.79	9.46
Outer boroughs	184.64	8.38

Teacher Jack Collins, who resigned as national coach to the English women's basketball team after he was refused three days off to take the team to the European championship. Mr Collins is head of the fifth year at Greenford High school in the London Borough of Ealing.

Plan to promote law and order in schools

by Bob Doe

Ways in which teachers could help fight crime through the curriculum of 11 to 16 year olds are to be investigated in a £25,000 feasibility study by the Schools Council in a Home Office plan.

It follows a similar joint attempt by the council and Home Office to make pupils more aware of fire hazards in the home.

Teaching materials from that project for science, home economics and English lessons were published this week. Impressed by the way children's behaviour seemed to have significantly improved in schools where these materials were tried, the Home Office and council have agreed to try the same approach to promote law and order.

The Home Office will put up £10,000 and an international insurance company has agreed to provide a further £15,000.

The Schools Council is delighted with the scheme. It does not cost it a penny directly and at the same time it gives the council allies in another Government department when it is threatened by the critical review being carried out for the Department of Education.

The director of the law and order project will be Mr Gary Wynne, deputy head of the Pendlebury High School, Salford. Mr Wynne carried out the evaluation of materials in the fire project.

According to Mr Wynne, the materials were very well received by teachers. The researchers had some difficulty in recovering the draft editions because they were so popular and tests indicated they had resulted in "significant alterations in pupil behaviour" and greater awareness of fire hazards.

The materials, all written for the Home Office by teachers, are far from being crude anti-fire propaganda. They consist of a combination of worksheets, cautionary tales, experiments and practical examples of things like fire insurance policies and claim forms. They make their point within the normal English, science or home economics curriculum.

The law and order project will be looked after by the committee responsible for the council's programme concerned with new curriculum ideas. The Home Office has set up its own committee to suggest directions for the project's work.

The fire project was aimed as much at parents, through their children, as at pupils. But any attempt to influence households to observe the law might be considered contentious, and Schools Council staff said this week it was too early to say whether the law and order campaign would mirror the fire project.

Indeed, the whole project could prove to be a sensitive issue and some council staff are already saying the "law and order" labels should be quickly dropped in favour of something that suggested rights, responsibilities and the social and legal consequences of various actions.

Mr Wynne said teachers, both those writing the new materials and those putting them into use, were the best assurance that the project would not result in unacceptable propaganda.

YOUR BRAINWAVE.

A chance to make it work!

When was the last time you had a really good idea; a brainwave for a product that could help you in teaching and – properly developed – could help thousands of other teachers and their classes?

This is your chance to do something about it.

Cash rewards for you and your school

There are seven categories to enter, with cash prizes of over £6,000 to be shared by the winners and their schools. The outright Brainwave winner and school will share £1,500.

Trophy and Certificates

A handsome trophy and certificate will be awarded to the overall winner. In addition, each category winner and runner-up will be presented with a framed certificate as a permanent reminder of their achievement.

A competition for teachers

You will have seen many competitions for students, but this one is designed for you, the teacher. It is an opportunity to prove that your ideas work. The categories are:–
– Music – Aids for the handicapped
– Craft – Mathematics
– Science – Environmental studies
– Pre-school

In every classroom?

If your brainwave is commercially viable, there is every chance that you will be able to see it produced and marketed by Hestair Hope Ltd. Naturally, you would benefit by the royalties.

£6,000 IN PRIZES will be presented in THE BRAINWAVE AWARDS . . . 1981 sponsored by Hestair Hope Limited and The Times Educational Supplement.

Entry forms are available from Hestair Hope Limited, St. Philip's Drive, Royton, Oldham OL2 6AG. 061-652 1411. The closing date for entries is 30th September 1981.

£6,000 IN PRIZES

will be presented in

Hestair Hope

The Brainwave Awards 1981

The Times Educational Supplement

sponsored by Hestair Hope Limited and The Times Educational Supplement

CRE criticizes Berkshire for poor consultation on zoning plan

Discrimination 'not proven' verdict: 'disturbing pattern' found in schools

by Diane Spencer

The draft report of the Commission for Racial Equality's two-and-a-half year investigation into allegations of discrimination in Berkshire's secondary school allocation system delivers what amounts to a "not proven" verdict on the education authority.

This is the CRE's first formal investigation of an education authority. The report is expected to be published by early autumn.

It criticizes the authority for failing to consult freely and widely when it introduced the zoning plans in 1978 as this caused "frustration, discontent and hostility". It finds it "most disturbing" that 50 per cent of West Indian children who went to the Alfred Sutton girl's and boys' school were in need of remedial education, and it found a "disturbing pattern" of West Indian pupils take CSE rather than the GCE exam.

But it said: "There is no reason to conclude that the concentration of ethnic minority pupils puts them at a disadvantage in terms of exam entry and sixth form admission." Exam results in the Alfred Sutton schools compared quite favourably with other schools, says the report. However, this conclusion was based on only one year's statistics. It seems that the investigation team had some difficulty in obtaining all the facts they needed and their own resources were limited.

The local community relations council, the Reading Council for Racial Equality, and the county councillors have yet to be shown the report by the commission but they will be, as part of long consultation process following the report's completion some months ago. So far, only the education officers have been consulted.

The CRE began its investigation in August 1978 after complaints that a new zoning system for allocating secondary school places would lead to a high concentration of ethnic minority and remedial children in the two schools near the town centre.

Widespread protest greeted the scheme when it was proposed early in 1978 as it replaced an earlier, largely popular plan devised in 1976 which attempted to create a set of comprehensives with intakes of a reasonable share of academic ability while retaining the grammar schools.

A campaign of disparate groups eventually coordinated by the RCRE "including teachers who threatened to strike, eventually persuaded the authority to modify the scheme.

In the meantime, a complaint was lodged with the CRE by Dr Maurice Dixon, a school governor and a scientist at Oxford University. He had hoped for a speedy intervention by the commission to persuade the authority to devise alternative scheme.

The CRE decided on a formal investigation which proved to be a lengthy process. Circumstances had already altered with the scheme's modification by the time the investigation was launched in August.

The report does not make any widespread recommendations for reforming the zoning scheme but that could be explained by the limitations of its terms of reference.

These were to inquire into the promotion of equality of opportunity in the Reading area regarding the arrangements for transfer of pupils from primary to secondary schools and their reception.

The commission's report emphasizes that it is not in favour of dispersal of ethnic minority pupils as this would be unlawful and unjustifiable. The Reading CRE is also strongly opposed to dispersal.

However, the report said head teachers of the primary schools feeding the Alfred Sutton schools were mainly in favour of dispersing black pupils around the area; so were four out of eight secondary heads.

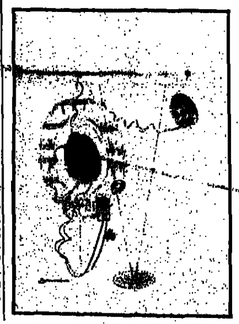
The report's recommendations include:

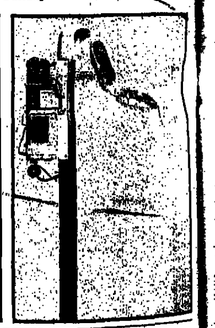
- more resources for the language centre so it can extend its work to West Indian origin children;
- more resources for the Alfred Sutton schools and continuous monitoring of the effects of the allocation procedures;
- a survey of primary schools in the light of the numbers needing remedial education at secondary level;
- a survey to discover the extent of language needs among West Indians.

Mr Peter Edwards, the director of education, said this week: "We are not unhappy with the way the investigation has been carried out and the work that has been produced."

The CRE declined to comment.

Advanced emergency ambulance (above) one of the works by students at the Royal College of Art, School of Industrial Design, London. Below left: "Programmable automation" by Tim Jones. Right: "If illusions were different . . ." by Dudi Weil. The exhibition ends at 6pm on Sunday.





NUT steps up classroom drive

Growing evidence of increased racialist activity in schools has prompted the National Union of Teachers to renew its advice to members on how to combat racialism.

Mr Alan Evans, head of the NUT's education department, said this week: "It is a sad reflection of today's society that we have been forced to re-issue these guidelines to our members."

"There is so much uncorroborated evidence about the extent of the problem, however, that the union's first step is to attempt to make a fair assessment."

In particular, the guidelines urge teachers to contact their headteacher immediately there is any attempt to distribute racialist publications in a school and ask the headteacher to inform the local education authority.

Multicultural education downgraded, claims race expert

Multicultural education is still mainly confined to the low-status non-examination part of the school curriculum, a leading race relations expert claimed this week.

In a lecture to mark the establishment of the research unit on ethnic relations at Aston University, Professor John Rex said Britain was still far short of reaching the ideal of integration.

By this, he did not mean a "flattening process of uniformity, but 'the equality of opportunity accompanied by cultural diversity in an atmosphere of mutual tolerance.'"

Teachers and education authorities were becoming increasingly interested in multi-cultural education with an "endless round of conferences". But overall the situation was one in which we have concentrated on providing English as a second language in the most minimal way with some multicultural education in the low-status uncertified parts of the curriculum.

Britain now had to face the consequences of "de facto segregation" following the abandonment of bussing policies of the 60s. In one group of Birmingham schools, the proportions of children of West Indian and Asian descent was well into the 90s. Ealing was about to open a 100 per cent Asian school. "The time has surely come to ask what is happening to immigrant children both in these schools and in schools which only have only small proportions."

More recognize no-strike union

About a quarter of the 104 local education authorities in England and Wales have officially recognized the non-striking union, the Professional Association of Teachers, since the Government's decision to give them a seat on the Burnham committee, which negotiates teachers' pay.

However, there are signs that two new Labour county council administrations – Derbyshire and Staffordshire – are reneging on decisions by their Tory predecessors to recognize the union, which now claims 22,500 members.

In all, 24 local authorities have been given recognition – most of them Tory-controlled, although Labour leaders in Durham and South Glamorgan and the Liberal-controlled Liverpool education committee are amongst them.

In Staffordshire, the National Union of Teachers led a protest from other teachers' organizations over the way in which a PAT representative was "foisted upon" the teachers' panel of the local advisory committee – and refused to invite the organization to its meeting. Now the new Labour rulers of the county council are reconsidering.

Mr Brian Carter, regional officer of the NUT, said: "We would not presume to dictate as to who should represent the authority in discussions and so they should not say who should sit round the table from the teachers' side."

Walsall, where parents write reports

by Bob Doe

Parents in Walsall will be asked for reports on their child's school. The West Midlands borough is planning to hold special training sessions to enable parents systematically to evaluate schools and to help to take decisions about the school curriculum.

The scheme was endorsed this week by an unusual open meeting of Walsall's education committee to which all councillors, school governors and head teachers were invited.

There were no objections whatsoever to the plan, though the full implications of it were not spelt out.

It is part of a much wider attempt to institute a comprehensive curriculum and school monitoring policy agreed by the meeting.

It also reflects the Labour council's policy of encouraging greater community participation and involvement in all the council's services.

That policy has already resulted in 34 "mini-town halls" or neighbourhood offices being set up to improve the local administration of services and act as a focus for community opinion and activity.

The borough also has a well-developed policy of community schools. It is sometimes facetiously said that of the borough's 270,000 inhabitants, 500,000 of them go through the community schools every week. Some, of course, go more than once, some come from other parts of the West Midlands for the excellent sporting facilities and courses offered and there is a certain amount of distortion in the figures.

Walsall's new curriculum policy, which was also endorsed by the open meeting's show of hands, also emphasises the need for active participation.

It rejects the idea that "the curriculum must prepare pupils for change" as too atrophistic and passive".

It leaves the detailed design and content of the curriculum up to schools but says they must offer a curriculum of equal quality to all pupils, even if the pace, approach or methods used are different.

To ensure that this policy is not overlooked, the council, now with the backing of this open committee meeting, is asking schools to embark on a continuous cycle of self-criticism and self-questioning about their aims, objectives, curriculum and organisation and about the attainments of their pupils.

Heads are expected to report to governors every year on the results of this exercise.

Every four years a report is to go to a special committee set up by the local authority to monitor progress.

The plan to involve parents was hardly discussed at all by the meeting, though it was agreed *nem con* along with the rest of the package.

Education committee chairman, Mr Eric Alison, told the meeting: "If parents are left out of the education service, we might as well pack it in".

He told *The TES* afterwards: "What I hope to see is a situation where committees are set up in the community to discuss with heads what is taking place in schools."

Training courses would be needed to enable parents to carry out this external monitoring effectively.

Walsall hopes community schools can be much more than places where parents come to play squash or learn woodwork in the evenings.

The novel open education committee meeting raised doubts whether the education service was entirely ready to explain itself plainly and succinctly however. One parent governor complained that much of the discussion was over his head and wanted to know what school were doing to prepare children for the future?

The reply from Walsall's chief inspector, Mr Derek Bown, was totally mystifying. "What prepares each child best for the world outside school is an education of quality," said Mr Bown. "The best education for employment or unemployment is the best education".

Women fare badly at work and school

A sad picture of under-achievement by women in education and employment is painted in the latest report from the Equal Opportunities Commission.

Among teachers, as in any profession or trade, women are still concentrated in the lower ranks. Although they account for more than three-quarters of primary teachers, for instance, less than half of primary heads are women. And women hold more than 90 per cent of the scale one posts.

In secondary schools, where 40 per cent of the teachers are women, they have only one in six of the headships.

Although a slightly higher proportion of girls than boys – 30 per cent compared with 20 per cent – go on to some form of further or higher education when they leave school, they tend to be concentrated in lower level courses.

A greater proportion of boys than girls join degree courses – 8.8 per cent compared with 5.7 per cent – although the gap has been narrowing in recent years. More boys than girls enrol for higher level vocational courses – while girls far outnumber boys on secretarial, nursing and catering courses.

Both at school and in further and higher education, choice of courses still reflects sex stereotypes, with girls taking mostly arts subjects at O and A level.

THE TIMES EDUCATIONAL SUPPLEMENT 19.6.81 7

3 simple steps to the best results at school:

1 Have all the latest options at your fingertips – a compendium of What's New For 1981 in educational equipment. In the latest Hestair Hope catalogue this stretches from early learning materials (nearly 100 pages devoted to playgroups, nursery and infant schools) to technical drawing aids for your upper sixth class. In all, 384 informative, well presented pages.

2 Match quantity with quality. In the 1981 catalogue from Hestair Hope over 7,000 options are now offered; certainly the widest range of its kind in British education. But just as important – you can depend on the quality. Over 90 per cent of the items shown are British made, and every single item has been rigorously vetted by the Hestair Hope buying panel. If it passes their very high standards, it will certainly pass yours!

3 Watch your requisition allowance stretch much further. This year, despite soaring costs in almost all areas of education, the value of materials and teaching aids in the Hestair Hope catalogue is the best on record. Delivery is excellent – you can depend on it. And because more than 95 per cent of all products are ex-stock from the vast Hestair Hope warehouse you can expect action on your order, not excuses.

Send for your Hestair Hope Catalogue. Take the first step now.

Hestair Hope

Hestair Hope Limited, Freepost, St. Phillip's Drive, Royton, Oldham OL2 6BR. Tel: 061-652 1411

Hestair Hope Limited, Freepost, St. Phillip's Drive, Royton, Oldham OL2 6BR. Tel: 061-652 1411

I need to have the Hestair Hope catalogue to refer to without delay. Please ensure that I receive it immediately.

Name

Address

TES 19.6.81

Courses

Middlesex Polytechnic

Specialise in

•Sociology of Education *or*
•Sociology of Deviance *on the*

PART-TIME BA HONOURS IN SOCIAL SCIENCE

This course is designed primarily for those working, intending to work, or who have an interest in education, the social services and similar areas. The degree can be gained in four years, or in three if you can arrange a final year of full-time study.

The course is offered at our Enfield location on one afternoon and evening or two evenings a week.

Applicants should have substantial post-school qualification or experience in a relevant professional field, or appropriate OU credits. Alternatively, you can gain exemption from the first two years of this course by completing an appropriate course of study for the Polytechnic's Diploma of Higher Education (DipHE), part-time or full-time.

Write or telephone for further information on the course starting this September: Admissions Office (ref C6996), Middlesex Polytechnic, 114 Chase Side, London N14 5PN. 01-886 6699.

LEARN TO TEACH
ENGLISH (EFL)
THIS SUMMER

On private courses held at the
University of Kent, Canterbury.
We have one simple objective:

"To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week."

You will be trained in small groups by Trainers with lots of experience. For more information on our course content (grammatical presentations, use of drama, how to get jobs, etc.) and prices contact:

Pilgrims Language Courses,
Pam Jones, 8 Vernon Place,
Canterbury, Kent CT1 3VG.
(0227) 69127

EXPERT HOME TUITION FOR
G.C.E,
DEGREES,
(BSc (Econ) and LLB University of London external degrees)
and PROFESSIONAL EXAMS
(Accountancy, Administration, Civil Service, Law, Marketing, etc.)

Our exclusive methods of Home Study have brought over 340,000 examination successes, many first places. As every course is complete in itself no textbooks are required. Obtain your FREE prospectus from

THE RAPID RESULTS COLLEGE
DEPT. HP8, TUITION HOUSE,
LONDON SW19 4DS.
Tel: 01-947 7272 (Advisory Service)
or ring 01-946 1102 –
24 hour Recordacall for prospectus requests.
Accredited by the Council for the Accreditation of Correspondence Colleges

Tuition for Degrees
Education & GCE

Wolsey Hall is the Oxford Home Study centre whose qualified tutors give you individual attention.

The range of courses includes subjects vital both to teachers and to those of their pupils leaving school without career qualifications.

DEGREES & DIPLOMAS: London University

OPEN UNIVERSITY: Preparatory courses

G.C.E. O & A level, all Boards

PROFESSIONAL EXAMINATIONS

EDUCATION:
London University Diploma in Education.
The A.C.P. and C.F.F. Diplomas, Cambridge University Diploma and Certificate in Religious Studies.

Free booklet from
The Hon P F Baker, CBE, MC, MA,
Dept. HDS, Wolsey Hall, Oxford OX2 6PR
(telephone (0865) 54121 (Answerfone after 4.45 p.m.)

Wolsey Hall
Accredited CACC Member ABCC

Tell our readers where to go ...

To advertise on the TES travel page please contact our Advertising Department on

01-837 1234

The Times Educational Supplement

BRIGHTON POLYTECHNIC
Department of Community Studies
BA (HONOURS)
SOCIAL ADMINISTRATION

A three-year, full-time course with Contextual Studies in Sociology, Law and Economics, and one Specialist Study in:

PERSONAL SOCIAL SERVICES
HOUSING
HEALTH SERVICES

Further information from: The Registrar, Brighton Polytechnic, Mithras House, Moulsecoomb, Brighton BN2 4AT.
Tel: Brighton (0273) 693655

TES SPECIAL INSETS 1981
If you would like a list of the special inserts planned for publication in the TES during 1981 please write to

The Advertisement Manager,
The Times Educational Supplement,
P.O. Box 7 Gray's Inn Road,
London WC1X 8EZ.

ACFHE conference, Scarborough. David Lister reports

College heads told: be seen and heard

Further education principals and heads of departments should walk around their colleges more to keep in contact with other lectures, Mr John Garnett, director of the Industrial Society said last week.

He told the summer meeting of the Association of Colleges of Further and Higher Education in Scarborough that effective industrial relations in colleges were likely to affect students more than anything they were taught on the subject by their lecturers.

Principals and department heads should brief the lecturers regularly on what is happening and why, he said. There was "a vital need for the principal and heads of departments to involve their staff through communication, consultation, target setting, delegation and by walking the place of work to keep in individual contact with people.

"The key people in this leadership function" he said, "are not only the principal of the college, but especially the departmental heads. Such people in charge of others need to be reminded frequently of the actions they need to take to obtain the fullest cooperation of those who work in colleges."

Mr Garnett – brief the lecturers regularly.

Primary schools praised for emphasizing life skills

Children learn far more about management at primary schools than they do at secondaries, Mr Ron Johnson, professor of adult education at Surrey University and head of a management development consultancy, told the conference.

"It seems to me" he said, "that the brightest jewels in our education system are the primary schools.

"They are understaffed and under resourced, but most primary school teachers have a real go at helping young people to learn the basic skills of modern living. Reading, writing, tying shoelaces, managing time, painting pictures, sorting things out, making things tidy.

"This is part of the real stuff of education. I would contend that the rest of the education service has a lot to learn from the primary sphere.

"Here children are treated like whole people – young, inexperienced and inept maybe. They need to be disciplined and perhaps drilled, but the value of this is that it can help children to learn self discipline or self management if you like.

"At the same time children engage in collaborative efforts in the classroom, making collages, collecting items for the nature table, or bringing objects that share a common feature. They begin to learn the value of working with others and helping each other with classwork, not just on the playing field or in the school concert.

"But so often it all seems to go wrong at the secondary school," he said. "Many feel like stuffed turkeys, like receptacles for academic subjects to produce good paté." Those who were not successful felt rejected by the whole education experience.

"Far from having learned how to manage, they have been told how to be managed by teachers. When this teacher management is removed, a vacuum is created."

Response to YOP 'patchy'

The importance of the Youth Opportunities Programme has been missed by further education colleges, Ms Clare Short, director of the pressure group Youthaid, told the conference.

She said the FE sector's response to YOP had been, with honourable exceptions, very patchy.

"Unfortunately, in most colleges the work is seen as low level and temporary and is given low priority" she said. "The challenge of designing relevant training and education for 'the bottom 40 per cent' is being neglected, and the resources which might have been available for a great educational advance are in danger of being diverted into military and community service programmes in order to keep the young unemployed off the streets."

Call for skilled catering managers

Colleges should appoint highly skilled administrators as catering managers and pay them a "reasonably high salary", Miss Freda Cowell, former senior catering adviser with the Department of Education, told the conference.

She said that at present the power for controlling catering was often handed over to a management committee, and as customers they were hardly impartial. Delays by management committees in authorizing necessary increases in prices are almost inevitable.

Boom service

Association chairman Mr Derek Lyne said students going into catering were enjoying the highest success rate in finding jobs. "The service industry will, in the future, be the easiest in which to find work," he said.

Big reduction in juvenile crime, more in custody

Juvenile crime has "reduced significantly" in the past two or three years, says Mr Robert Bessell the director of social services for Warwickshire.

He told a conference of social workers, police and probation officers in Malvern last week that, contrary to received wisdom, Government statistics showed a steady decrease in juvenile crime since 1977.

The conference also heard that more children are locked up than in 1908, and, in spite of successive governments' commitments to reduce the number of children in custody, more than 100 per cent more juveniles are behind bars than 10 years ago. The increase in juvenile crime, said Mr Bessell, coincided closely with the period of serious instability in social service departments after the Seebohm reorganization and expansion in the early seventies, then the local government reorganization in 1974. "It is only since 1977 that social service departments have been able to get to grips with the major tasks for which they are responsible. They had, before, to get through tomorrow without a scandal," he said.

Good social work practice including Intermediate Treatment – a way of dealing with young offenders in the community – and the Children and Young Persons Act of 1969 had helped to reduce juvenile crime, he claimed.

Mr Bessell is firmly in favour of Intermediate Treatment and has persuaded his authority to spend £3,000 per 1000 children a year compared with the national average of £250 per 1000.

However, Mr Bessell saves money by avoiding sending children to Community Homes with Education, formerly known as approved schools. When he took over as director, he found social workers recommended 40 or 50 youngsters a year to CHEs which then cost £5000 a year for each child. They now cost £14,000 a year.

When he insisted that he should be consulted on every placement, he found that applications fell away. Social workers were told they could have money for IT instead. The social services committee approves because more money is saved. "IT is sound economics; the fact that it is good social work is a bonus."

Mr Patrick Mayhew, junior minister at the Home Offie, said the Government was in favour of reducing the length of prison sentences and the number of juveniles put behind bars.

However, he thought there was value in the "short sharp shock" treatment provided it was short enough although he agreed that in terms of reconvictions they were not too successful. They were better than the reconviction rate for borstals which showed that 80 per cent who left committed offences within three years, whereas in detention centres, the rate was 75 per cent.

Plea for in-service training

Bigger classes, or teaching children less, may be the only ways to provide the in-service training teachers need, Mr Barry Taylor, chief education officer of Somerset, told the latest of the Department of Education regional meetings in Exeter.

Mr Taylor thought education should follow the example of industry where training budgets were being increased in spite of reduced staffing.

"We need resources in the education business for the kind of self development and in-service training any self respecting employer in the private sector would regard as essential," Mr Taylor said.

Mr Richard Clark, Gloucester's chief education officer, challenged industry to follow through in its selection procedures the kind of things it said it wanted instead of falling back on examination results.

Schools were afraid that they would "short change" pupils if they changed the curriculum to what industry said it wanted and left them without the qualifications that industry actually went for.

"Schools want the reassurance that having made changes they will be respected and given recognition in the life-chances offered to children," he said.

Industrialists at the Exeter meeting were generally well satisfied with the quality of the recruits they were getting, possibly because with so much unemployment in the South West, they can afford to pick and choose.

Mr Jack Evans, representing the National Union of Teachers, said only 5 per cent of those leaving his school had got jobs. It was no longer possible to tell pupils to work hard for examinations in order to get a good job, he said.

Phoney private colleges cash in

Phoney private colleges are cashing in on the Government's decision to charge overseas students full cost fees in universities and polytechnics, it was claimed last week.

In its annual report, the United Kingdom Council for Overseas Student Affairs says it has become aware of a number of "fraudulent agencies and spurious colleges" exploiting the market. But the council's attempts to protect students against the unscrupulous were set back when the DES scrapped the system of recognizing colleges as "efficient". Now the council is trying to set up an alternative to the DES system.

The Government's policy has led to a firm downward trend in overseas

Vietnamese cook up a special farewell meal for teachers

Refugees say thanks

by Jack Ellis

Teachers who had been instructing Vietnamese boat people in English for the past two years were entertained by their pupils to a slap-up Chinese meal last week at Campion House, Hounslow, where the pupils have been living.

It was their "thank you" gesture to all the teachers, part-time tutors and more than 100 others with whom at the start they could not even exchange a single word.

Six words a day is considered to be the fastest rate at which people can learn the vocabulary of a new language – so even the 800 words of basic English could take a long time.

Chi Lam, 29, a lorry driver, spoke only Vietnamese and Cantonese, when he arrived in England last November, with his wife, Thi Lan, 26, and two young sons. But he was a quick learner.

He still cannot speak much English, but he can read and write sufficiently well to describe the voyage from Vietnam with his family and 300 others in a boat only 55 ft long.

"We paid in money and gold," he wrote. "We ate rice and bread, and drank five cups of water every day. We were in the boat for 60 days. When we saw Hong Kong we were happy because we were safe."

Mrs Marion Lazenby, in charge of teaching ethnic minorities, can call up the services of 180 unpaid tutors – all of them with basic training – to give individual instruction or to act as class helpers.

But the main job of teaching the adult Vietnamese fell on three full-time teachers Michael McGrath, Richard Giles and Valerie Southern, who agree that they profited from the experience.

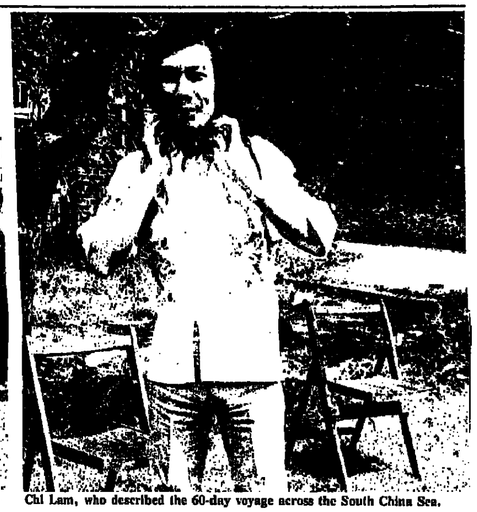
Mr McGrath, whose degree is in Spanish and who had previously taught English in Spain, says that any language teacher would have benefited from having taught English in such circumstances.

The emphasis has been on teaching the boat people to cope with everyday situations reading the cooking instructions on food packets; knowing the names of articles of clothing; and all the problems of day-to-day living. Functional English was their need.

Mrs Southern has helped with other colleagues to produce a film, showing typical British domestic architecture and all the details of running a household. It could be useful to many education authorities with similar problems. It has been shown to the Vietnamese, with one student, Tran Cong – who has been at the centre more than twice the usual stay of six months – translating the soundtrack for his less proficient compatriots.

Some of the youngest children, quick to learn, are in ordinary English classes. There is also a teenage-project for the more able students, some of whom have already taken O levels.

Young Vietnamese entertain their guests with drums, guitars and cymbals.



Chi Lam, who described the 60-day voyage across the South China Sea.

Children's own quango to be axed

The Children's Committee, a quango set up three years ago to advise on child health and personal social services, is to be axed by the Government in October.

The committee resulted from the Court report on child health. It was set up for an experimental three year period with an annual grant of £50,000.

The Department of Health and Social Security has invited the National Children's Bureau to take over some of the committee's work and will be given some of its funds. The NCB is considering the proposal.

It is thought that ministers were unimpressed with the committee's work with only its achievements had found little favour with the professionals, especially the doctors.

The committee was due to meet yesterday to discuss whether to accept the minister's invitation to serve until October in its three years' term ends at the beginning of next month.

The 11-strong committee which includes consultants, educationists and social workers, is said to be puzzled at reports of ministerial criticism. Reports in Parliament to its reports have been favourable.

Do it in school

Courses for teachers with a classroom focus.

Here are six learn-as-you teach courses plus a brand new materials pack to better your teaching, improve your pupil's achievements and brighten your promotion prospects.

These courses are focussed on the classroom and have been developed with the help of practising teachers drawing on their own everyday classroom experience. The four Reading & Language courses can be taken separately. Together they make up our Diploma in Reading Development – now recognized by Burnham for increment purposes.

Reading Development An activity-based course to help you improve reading standards at all age and ability levels.

Language Development A practical course which links theoretical understanding of the process of language development and use to classroom practice.

The Reading Curriculum and the Advisory Role A series of projects in which teachers draw on earlier work in developing a balanced reading curriculum and sharing their experience with colleagues.

Reading and Individual Development Previous Diploma Studies are here systematically applied to develop all-round reading competence in individual children in the context of a broader language experience.

Curriculum in Action A practical course of action to help you carry out a thorough and systematic evaluation of children's experience in the classroom.

Mathematics across the Curriculum To help you make mathematics as natural as reading and writing.

Education for Family Life Helps secondary school teachers plan work on parenthood, child development and personal relationships.

If you feel these classroom-focussed courses better your teaching, improve your pupils' achievements and brighten your promotion prospects, send the coupon or phone (01) 200 0200 today.

To, A.S.C.O. The Open University,
P.O. Box 76, Milton Keynes MK7 6AN

Please send me your free Guide to 1982 Associate Student Programme

Please use block capitals

Name _____

Address _____

_____

_____ Post code _____

NA 48

The Open University
P.O. Box 76, Milton Keynes, MK7 6AN

Government curriculum changes will take time, says HMI

Primary five-year plan?

by Bob Doe

It will take schools at least five years to bring about the broader curriculum the Government is demanding, Mr Norman Thomas, Her Majesty's Chief Inspector of Primary Schools told primary teachers in Birmingham this week.

Talking about the Government's recent document which called for greater attention to basic subjects for all pupils, Mr Thomas said: "It says nothing new but what is in it is not likely to be achieved in the next five years. It is going to be some time before all this is achieved."

He thought it would certainly take five years to introduce practical science into every primary school.

The paper clearly recognised that resources were needed. On the five-year programme, he said; "To put expectations on schools beyond that would have been irresponsible and would suggest criticisms of schools that would have been quite unjustified."

Mr Thomas made no mention of the Inquiry the Government plans to make in two years' time, asking local authorities what action they have taken on its curriculum proposals, and went out of his way to disown the curriculum document. It was not an inspectorate document and an administrator should have been at the meeting, organized by the Primary Schools Research and Development Group, based at Birmingham University, to explain the Department of Education and Science's document, he said.

At the same meeting Mr John Mann, secretary of the Schools Council, told primary teachers they should keep in closer touch with their pupils after they have left for the secondary school. They should try to find out what pupils had taken from their experience in primary schools and to check on the effectiveness of primary school recording and assessment systems.

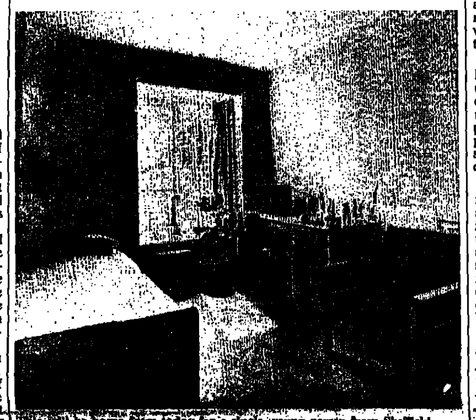
Civil Service pathway to success

Former pupils of independent and direct grant schools accounted for half of last year's successful external candidates in the civil service competition for administration trainees – the first rung of the ladder to top Whitehall posts. Yet only 7 per cent of all pupils attend those types of school.

The latest report from the Civil Service Commission also shows the familiar dominance of Oxbridge graduates, who made up three-fifths of the successful candidates. One in five applicants from Oxford or Cambridge got through all stages, compared with one in 33 applicants from other universities or polytechnics.

One striking difference since last year is the success rate for women. Women accounted for nearly half of the applicants but only 19 per cent were appointed, compared with 27 per cent in 1979. The commission says it is too early to explain this "marked and disappointing reduction".

Unchanged, however, is the arts bias of the successful candidates. Ninety out of 146 had arts degrees while only 18 had degrees in science and technology. One-fifth of those who succeeded had first class degrees.



This will be home from today for a single, young person from Sheffield.

It is one of 328 units of accommodation at Oxspring Bank, the second development in the city's ambitious project to house young singles.

The idea is to house an equal balance of workers and students. All sections of single young people are catered for: social services referrals; young people leaving care; the unemployed; apprentices; nurses; and management trainees. Age range is from 18 to 30.

Oxspring Bank, and the pilot scheme at Newfield Green, are administered by the Northern Counties Housing Association.

Parents win right to know of child's handicap

by Biddy Passmore

Parents will have the right to be told when doctors decide their child needs special education because of a handicap, according to a new clause to the Education Bill accepted by the Government last week.

However, ministers did not support another all-party proposal which would have required the local health authority to inform parents of handicapped children six weeks after the birth where they could find help from voluntary bodies. That is to be looked at again before the Bill goes to the House of Lords.

Moving the first clause, Mr Lewis Carter-Jones (Labour, Eccles), said it aimed to deal with the "arrogant minority" in the medical profession who did not already inform parents of the existence of a handicap.

"If a child under five is born with a handicap but receives no attention until he goes to school, he will experience a double handicap", he said. "In many cases of sensory difficulties it is possible to reverse the trend and prepare the child for when he starts school so that he will not suffer from a double disadvantage."

Other changes made to the Bill at report stage last Wednesday included an amendment requiring local authorities to consult parents before saying their child would have to be educated at home or in hospital rather than at a school. And the amount of time parents will have to appeal against a council's decision to assess the special educational needs of their child has been increased from 15 to 29 days.

The Government has not accepted an all-party proposal to include a national advisory committee on special educational needs in the Bill. Mr Mark Carlisle, the Education Secretary, said he already had powers under the 1944 Act to set up a committee but did not at present see the need for it. However, he had not closed his mind to the idea and would welcome a conference of the voluntary bodies concerned.

Mr Robin Maxwell-Hyslop (Conservative, Tiverton), said he supported the establishment of a committee because he had been "considerably depressed" during the passage of the Bill by the narrowness of experience within the DES of some aspects covered by the Bill.

Ministers also rejected an all-party amendment giving parents the right of access to information on which a statement of special educational needs was based.

Moving the amendment Mr John Hannam (Conservative, Exeter) said essential information was being unnecessarily withheld. The facts would not need to be presented in a "stark written report".

However, Mr Carlisle said a formula had yet to be found that reconciled the right of parents to know as much as possible about their child and the need to ensure that those who wrote professional reports were not inhibited from being frank and honest. He would have another look at the matter before the Bill went to the Lords. One possible approach would be to give parents the right to a face-to-face interview with the person who had written the report.

The Bill passed through its report stage and was given a third reading.

New CND drive

A new initiative is being launched by the Campaign for Nuclear Disarmament to help teachers promote awareness among pupils about the dangers of increased spending on nuclear weapons.

It will consist of issuing a bi-monthly *Teachers for Peace* newsletter which will feature teaching packs and films available about peace.

Call to get rid of bad teachers

by Richard Garner

Teacher's unions should not defend members who are incompetent, Miss Pennie Yaffe, general secretary of the Association of Career Teachers said at her association's annual conference last weekend in Loughborough.

Miss Yaffe, said that Mr Mark Carlisle, the Education Secretary, was wrong to assume that premature retirements would improve the teaching profession by trimming it.

"There is only one thing that will improve the quality of the teaching profession – and that is to get rid of incompetent teachers," she added. "And that will only happen when the teachers' unions stop defending incompetent teachers.

"So if Mark Carlisle wants to improve the quality of our profession, he had better try to get this point over to the other teacher unions."

Miss Yaffe urged Mr Malcolm Thornton, Conservative MP for Gaston and former chairman of the education committee of the Association of Metropolitan Authorities, a guest speaker at the weekend conference, to carry the message back to Mr Carlisle.

In his address, Mr Thornton warned that teachers had taken a battering from public opinion in recent years and that the stock of the profession had never been so low as it was today.

"Teachers do enjoy a unique position in society because they have a unique responsibility – that of training future generations and unless teachers enjoy the sort of respect in the present and in the future that they used to enjoy, then I think education is being ill-served by the profession that should be serving it so well," he added.

£750,000 gift

The Nuffield Foundation has agreed to give £75,000 to help set up an Ulster People's College.

Proposals for the college were announced last year.

The Birthday honours list: awards in education

Companions of Honour

Baron Boyle of Handsworth, Edward Charles Gurney, for public service.

Knights Bachelor

Batchelor, Ivor Ralph Campbell, professor of psychiatry, Dundee University; Middlemiss, John Howard, professor of radiology, Bristol University; Smith, QC, Professor Thomas Broun, for services to Scottish law.

Order of the Bath

CB

J. L. H. Kitchin, chief architect, Department of Education and Science; J. F. McCarrity, Senior Chief Inspector of Schools, Scottish Education Department.

Order of the British Empire

CBE

H. H. Blandford, for charitable service particularly to postgraduate medical education; W. Brass, professor of medical demography, London School of Hygiene and Tropical Medicine, London University; Professor P. G. Forrester, director School of Management and pro Vice-Chancellor, Cranfield Institute of Technology; Mrs M. M. Gowing, professor of the history of science, University of Oxford; Mrs E. M. Gray, member Scottish Council for Community Education; F. G. Hanrott, chief officer Technician Education Council; Mrs D. M. Innes, headmistress, Kenton School, Newcastle upon Tyne; Professor P. E. Lasko, Director Courtauld Institute of Art; Professor P. J. Mittler, service to mentally handicapped; T. D. Patten, professor mechanical engineering, Heriot-Watt University; W. H. Petty, county education officer, Kent; A. N. Exton-Smith, Barlow professor of geriatric medicine, University College Hospital Medical School; Professor B. E. Tomlinson, consultant neuropathgist general hospital, Newcastle upon Tyne.

OBE

Miss M. M. Bradley (Sister Felicitas), lately headmistress, Our Lady & St Francis Secondary School, Glasgow; H. A. Colegate, headmaster Buckhurst Hill County High School, Essex; F. F. D'Arcy, professor of pharmacy, Queen's University, Belfast; N. G. Dearden, assistant director, Newcastle upon Tyne Polytechnic; Miss M. B. Gauld, head department of history, Aberdeen College of Education; C. B. Grant, lately principal youth and community officer, Norfolk County Council; S. J. Holder, director of nurse education, N.W. Health District, Kensington and Chelsea and Westminster AHA; Miss V. M. Kerr, principal Girls' Model School, Belfast; Professor G. M. Lilley, formerly member Noise Advisory Council; I. S. Mison, staff inspector, Birmingham L.e.a.; Miss H. M. Noeson, lately Senior Inspector, Department of Education for Northern Ireland; J. H. Pearson, lately head, Woodham Comprehensive School, Newton Aycliffe; K. S. Pegg, head, Centre for Deaf, City Literary Institute, London; J. Rossiter, head, Angus Christ High School, Leeds; W. Stevens, lately senior careers officer, Salford LEA.

MBE

H. T. Annes, lately county drama adviser, Shropshire; R. Brice, education officer, Somerset l.e.a.; E. C. R. Chase, education officer, Rochester Borstal; A. Crabtree, principal technician, Trent Polytechnic; D. Curry, assistant education officer, Sheffield; Miss B. J. Darwin, director of nurse education, Kingston and Richmond AHA; A. A. M. Gardiner, lately teacher, Sherborne Preparatory School; Miss M. C. Hunter, nursery assistant, Quarry Bnk Primary School, Glasgow; C. J. Jones, head of music department, Abraham Darby Comprehensive, Telford; Miss E. B. N. Jones, head, Mount Street County Primary Infants School, Brecon; R. B. London, head, Gospel Oak Primary School, London; Miss M. Mawson, residential child care officer Sedgwick House Special School, Kendal; H. E. Naylor, administrative head of teaching staff branch ILEA; Mrs B. Scholes, head, Glodwick Infants School, Oldham; R. W. Taylor, head, Midfield Primary School, St. Paul's Cray; Mrs D. Vause, head, Cedars County Infants School, Blackburn; Mrs A. Weir, visiting teacher of physical education, Skye; P. K. Willmott, service to horticultural education.

Lord Boyle CH

British Empire Medal

A. C. Clark, curator of grounds, Dundee University; Mrs L. Craig, school crossing patrol, Greater Manchester County Council; Miss H. M. Evenett, lately matron, Reed's School Cobham; Mrs E. G. Hare, service to mentally handicapped children, Leiston and Saxmundham; L. Hasler, groundsman, Chorley Parklands High School; Mrs B. L. B. Howarth, school care taker, Islington School; J. Little, cleaner, Craigbank School for Mentally Handicapped, Saltcoats; Mrs M. J. Mills, school crossing patrol, Basingstoke; H. A. Robinson, senior messenger, Department of Education and Science; E. W. Stone, lately caretaker Greenhill School, Tenby; N. Teasdale, senior caretaker, Gosforth High School, Newcastle-upon-Tyne; Mrs A. C. Wild, school crossing patrol, Metropolitan Police.

New Zealand list

KBE

Stewart, Dr Alan, Vice-Chancellor of Massey University.

OBE

Professor E. M. Nansion, service to medicine; H. J. Whitwell, lately principal Palmerston Teaching College.

MBE

G. E. Barber, service to education and community; C. H. Benson, service to the handicapped and education; Mrs H. A. Jackman, service to Maori people and education.

Fiji List

MBE

W. K. Seruvatu, service to education, scouting and community.

Saint Lucia list

MBE

C. Eugene, service to teaching and community.

Imperial service order

N. D. Wolf, principal, Department of Education and Science.

Overseas List

CBE

C. H. Wilson, lately professor of history, European University institute, Florence.

MBE

Miss K. E. Barker, service to education, Hongkong.

Commonwealth of Australia list

KBE

Myers, Emeritus Professor Rupert Horace, for service to education, science and the community.

OBE

Emeritus Professor R. Smith, service to education.

MBE

Mrs M. E. Gardner, service to education and handicapped; Mrs S. Gelman, service to education, youth and Jewish community.

Foreign and Commonwealth Office List

MBE

Miss T. B. L. Kennedy, service to education and community; A. J. Williams, service to Western Australia University.

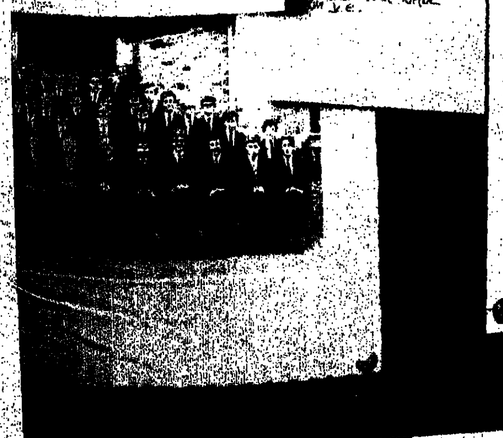
N. D. Wolf, principal, Department of Education and Science.

A retired headmaster's name has been removed from the Queen's Birthday Honours because he has died. Mr John Park Stewart, for 25 years the head of Fairfield Grammar School, Bristol, was appointed an MBE in the list published last week.

He was told of the award for services in founding pupil exchange schemes in Bristol, Bordeaux and Hanover some time before the list was published. But he died, aged 77, on May 28. The award cannot be given posthumously.

introduce your class to forty-five new subjects in one week.

CRICKET TEAMS
Sat. 27 JUNE
2nd XI
B. GRIGGS.
J. SALE.
S. GUTHRIE
S. COLLIER
D. BONKYN
F. BOYCOTT JR.
N. WILLIAMS
T. LIPTON
S. OAKLEY
D. LILLIE
B. TAMES
SUB
A.N. OTHER.
AT LONE R SCHOOL
11:00 AM PROMPT.
FOR SALE.
LIGHTWEIGHT BIKE
CONTOUR FRAME
GEAR CHANGING
ALLOY WHEELS
£20.00



Museu
MEAN GARDENS
ANGLO-AUSTRIA
INTENSIVE GERMAN LA
BEDFORD COLLEGE, UNIVERSI
Regents Park, NW
EASTER VACATIO
INTRODUCTION TO GERM
INTERMEDI
ADVAN

School Venture Week Activities.

Abseiling
Archery
Badminton
Basketry
Beachcombing
Birdwatching
Boating
Castles
Caves
Churches
Circuit Training
Crafts
Cycling Proficiency
Drama
Fencing
First Aid
Farm Studies
Flora
Football
Folk Dancing
Floor Gymnastics
Hill Walking
Historical Visits
Horse Riding
Initiative Tests
Judo
Local Studies
Map Reading
Mini Rugby
Mutual Understanding
Nature Studies
Netball
Pentathlete Tests
Pop Mobility
Rescue Services
Roller Skates
Swimming
Table Tennis
Tchouk Ball
Team Games
Tennis
The Theatre
Trampoline
Volley Ball

Bullen's Limited
21 Southernhay West
Exeter EX1 1PR
Exeter (0392)
59819 or 31914

SCHOOL VENTURE WEEKS

Paul Winterdale Young
Philip McGoldrick
Diana Wall

Dear Teacher,

We'd like to offer you the opportunity to take your class out of the school environment for seven days, stay with them in beautiful surroundings and while you're there, introduce them to a long list of valuable new subjects. In other words a School Venture Week.

A real educational experience

Since we started in 1972 more than 180,000 children from over 1,800 schools have, by attending School Venture Weeks, been given the unique chance to live and learn together, enjoying a carefully balanced and supervised programme of educational, cultural and sporting activities.

13 superb centres

Courses take place at 13 centres around the country. We have two main centres, Barry Bognor Clacton Minehead and Pwllheli. A smaller centre at Dupath in Cornwall and two devoted to 7 11 year olds at Hayling Island in Hampshire and Sussex Beach near Chichester. We also run independent centres for schools who prefer to be self-contained and arrange their own studies at Devon Cliffs, Exmouth; Devon Primrose Valley, Filey, Yorkshire and Clarach Bay, Aberystwyth, Wales. Plus boating on the Norfolk Broads and River Thames.

Whichever centre you choose you'll find a wide range of facilities are provided for teachers on site with actively support teams to assist you. The local countryside affords splendid opportunities for a variety of studies. And in some cases we provide work sheets and study outlines to help you.

By making the broadest possible range of pursuits available, School Venture Weeks give teachers a framework to fit with interests diverse enough to suit any and every child.

7-14 years. Spring and Autumn.

Between them, the centres cater for several specific age groups ranging from 7-14 years. But each week is devoted to one age group only, to ensure that the children mix with their closest contemporaries.

The weeks run between April 3rd – May 22nd, then September 25th – October 30th, depending on which centre you choose.

Reasonable Prices

Prices range from £28 to £50 (excl VAT) per child, per week, full board, depending on the centre and the dates you choose. At certain centres it costs only £10 (excluding VAT) if you bring your own food. VAT may be redeemable on these weeks. Discuss this with your LEA. We also provide a good ratio of free places for adults supervising parties.

More information, Brochure and film.

If you have not already received one of our 1982 brochures at your school, or would like another copy please send off the coupon below. Or, for further information and details of our fascinating 30 minute School Venture Week colour film, available on 16mm or VHS video, call us now on Exeter (0392) 59819/31034.

Yours sincerely,

Paul Winterdale

Paul Winterdale Young,
Director - School Venture Weeks

An educational s

I am interested in learning how much my class could learn from a School Venture Week.
Name
School

Bullen's Ltd., 21 Southernhay West, Exeter EX1 1PR

School to work

'Personal profiles' of youngsters win union backing

by David Lister

The college lecturers' union, NATFHE, is backing the idea of personal profiles for youngsters on the Youth Opportunities Programme. The City and Guilds' Institute is trying to develop such a system for the Manpower Services Commission and hopes that it may eventually be extended to cover young people in full time education or training.

Mr Mick Farley, assistant secretary of NATFHE told an audience in Leicester that he favoured an accreditation of schemes which should not mean a pass or fail but "rather that each young person should be given a profile of assessment and experience that can be shown to employers and education and training providers."

He also stressed the urgent need for FE college staff development now that lecturers were running programmes of vocational preparation for groups and along lines that were in many ways new to them.

And he urged that lecturers doing TOPS work should be given higher salaries. "Regrettably," he said, "high status still appears to be granted to work with those of so called high academic attainment, but hardly ever for work with those whose needs are different."

Mr Farley also suggested that if YOP and Unified Vocational Preparation programmes were to be successful, some effective inter-departmental structure was essential. He advocated an inter-departmental unit headed by a vice-principal.

Report calls for revised teaching of office skills to suit keyboard future

The implications for schools and colleges of the new office technology are spelled out in a report from the Royal Society of Arts published today. It calls on them to start training teachers for changes in the whole concept of business studies and their place in the secondary curriculum.

Out from now on, says the society, is the narrow secretarial training based primarily on shorthand and typing: instead, there will have to be the same broad core training for all office workers, emphasizing good English and other communication skills. And all students, including those training to become managers, should be taught to type, so that they can use keyboards to "talk" to computers at work or in the homes of the future.

The report has been produced by a study group of the society's examining board, which tests 400,000 students a year in business and commercial subjects.

It tells schools and colleges not to bother too much about introducing new specialized technology subjects, but to concentrate for the time being on reorganizing existing curriculum and course structures.

Within business and office studies, the traditional division needs to be reviewed so that all students can be given a broad spectrum of skills and knowledge, on to which specialist options such as accounting, audio-typing, law, or secretarial duties can be added: but other pupils will also need to be taught how to use information systems which will become part of most people's working or domestic lives before long.

In particular, courses for administrative and supervisory staff, including management studies at polys and universities as well as colleges, will need to be restructured to provide an understanding of integrated systems and their implications, says the study group. And it suggests that colleges should explore ways in which they can help employers to retrain their existing office and management staff, including sending out lecturers to run courses on company premises.

The study group says that most of the software prepared for use in business is not suitable for teaching purposes, but warns teachers against wasting time and money trying to develop their own packages: the job, it says should be left to computer manufacturers or given to specialist consultants, who could be commissioned to produce material for use throughout the education service.

Hardware should never be bought without considering the needs of all departments, and the choice should take into account the cost of software and maintenance. The report says that not even the best equipped colleges will be able to offer their students access to all the kinds of equipment now in commercial use, and advises them to settle for general purpose systems which can be used to teach the principles rather than trying to provide training in operating specific pieces of equipment. But there must be opportunities for all business students to get practice in using the equipment, it says and warns that the time they need to spend on this "hands on" training is often underestimated. Many students need one or two hours a week, and some as much as five hours.

The report calls on education authorities and the Government to consider urgently the staff development implications: between 20,000 and 30,000 teachers of office, business, and management studies will need in-service training.

Picture by Brian Harris

Technology won't kill off jobs, says report

New technology does not necessarily destroy jobs, says a report published yesterday by Youthaid, the youth employment research and pressure group. The report is based on a survey which shows marked contrasts in the effect of labour saving investment in three major industries.

Technological progress has been responsible for a big net fall in jobs in only one of the three, the iron casting industry. In machine tools there has been a much smaller decline partly because growth in turnover has partly offset labour saving; and in the electronic components industry sales growth has produced a big net increase in employment.

The machine tool industry is the only one of the three in which firms investing in labour saving machinery are more likely to reduce their workforce than other firms.

The researcher say this suggests that technological sophistication does not of itself decide the matter: employment falls if sales remain more or less at the same level, but if the increased productivity leads to lower prices and more sales, employment increases. The Youthaid research appears to be demonstrating that what economists say should happen sometimes does.

Evidence from all three industries confirms the predictions of most manpower experts that technological change is eliminating unskilled manual jobs and some office work, but increasing the demand for technologists, scientists, technicians, draftsmen, and survey questions another widely-held survey questions another widely held belief – that industry is becoming deskilled, and will replace skilled craftsmen by semi-skilled operatives.

Youthaid report says that new technology is, indeed, cutting the demand for traditional craft skills, but that there is little sign that craftsmen are being replaced by semi-skilled workers. Either the jobs are eliminated altogether by automation or, the researchers found, are being given to the craftsmen.

This is because in electronics particularly, many employers prefer to entrust sophisticated and expensive machinery to skilled workers whom they regard as more reliable and who cost little more than the semi-skilled.

A high proportion of employers in machine tools and electronics consider that plant installed during the past five years requires a higher level of intelligence to operate, and that vocational training is important.

The researchers suggest that in some cases the skilled manual workers programming and operating computer-controlled machines are carrying out a role similar to that of technicians – some employers are calling them "super machine operators" or machine managers.

Take two at worktime

Job sharing begins on Monday for these two Coventry teenagers – Laraine Dudley (left), 16, and Lesley McAdam, 18.

They are the first "couple" to benefit from a new scheme by GEC, the electrical manufacturers, which aims to reduce unemployment among the young yet keep within existing costs.

GEC hopes to offer both girls full time employment as clerk-typists in 18 months' time. In the meantime they will work two and a half days each.

Jobs blight among sandwich students will be investigated

An urgent review of sandwich course provision was launched by the Government this week.

This follows claims that employers have grown increasingly reluctant to give jobs to students on degree sandwich courses.

Dr Rhodes Boyson, junior education minister said this week in the House of Commons: "I recognize the problems now being faced by institutions and students in finding suitable sandwich course placements."

The main purpose of the review will be to discover the extent of the placement problem and its impact on various subject areas; consider measures to meet the crisis and to consider alternatives to the traditional sandwich course.

Written contributions to the review should be sent by the end of July to: David Wilkinson, FHE Branch 1, Department of Education, Elizabeth House, York Road, London SE1.

YORK

For primary and middle school children the ideal venue for educational studies and holidays.

Adjacent to a large open area and easy walking distance of city centre, Minster, Museums and all amenities.

Our hotel welcomes school parties and assistance with bookings and itineraries gladly given.

Please write to: The Manger (T.E.S.) Newington Hotel, Mount Vale, York, YO2 2DJ or Tel: 0904 25173.

Pupils 'too poor in English' to opt for shorthand

Many pupils who want to learn shorthand are too poor at English, says the Royal Society of Arts study group, which suggests that this may be part of the reason for a decline in the numbers taking it.

Its report recommends that teaching institutions should review the place of shorthand in business courses so as to avoid undue pressure on the curriculum. And it suggests that where there is still a demand for the subject to be taught, teachers should consider using systems which are easy to learn.

The study group was persuaded by the RSA's senior officers to tone down a passage in their draft report which stated baldly that "shorthand has needed a greater share of the timetable than the subject should warrant" and predicted that the demand for it would continue to decline.

The published version says that "the timetable allocation for shorthand training has tended to be rather more than was warranted in relation to other essential aspects of the office teaching curriculum". It reports that local authorities, schools and colleges have recognized that many potential students of shorthand have insufficient grounding in English language to enable them to develop it to a useful level, and that in any case, many employers regard shorthand as an indication of an applicant's ability rather than as a skill that is needed for the job.

School to Work is edited by Mark Jackson

Conservative education conference

Reports by Biddy Passmore

Government urged to rethink 'nationalization' of higher education

A "mini-Pentagon" of officials would be needed to run the Government's proposed national body for public sector higher education, a leading Conservative has warned.

Mr Maurice Venn, a Hounslow councillor and chairman of the Standing Conference of Regional Advisory Councils, said he did not believe the proposal that had been leaked earlier this year would lead to administrative streamlining, as the DES claimed.

But he accepted that a national dimension to the planning of polytechnics and colleges was long overdue. "The whole sector has been a rudderless ship for more than a decade and government after government has failed to act," he said.

Mr Venn was speaking at the Conservative education conference in support of a motion calling on the Government to drop its plans for "nationalization" and to support alternative proposals put forward by the Council of Local Education Authorities. The motion was carried by an overwhelming majority.

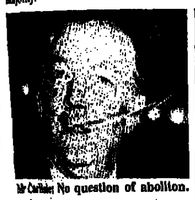
Other speakers at the conference, in London on Saturday, condemned the Government's lack of concern for advanced courses which would fall outside the scope of the proposed new body.

"Is the cost to fall on local authorities?" asked Mr Chris Minta, a Manchester lecturer and vice-president of the National Association of Teachers in Further and Higher Education. If so, that would lead in many cases to the "rapid and chaotic closure" of courses and colleges, he said. In the North West region, NATFHE had estimated six colleges would close and 6,000 staff would be affected.

Mrs Angela Rumbold, immediate past chairman of the Council of Local Education Authorities, said that local authorities accepted the need for planning and financial control of the public sector, i.e.a.s should have the major input because the colleges belonged to them and because they were already experienced in running them.

The Government thought a body like the University Grants Committee might be preferable she said. However, judging by the way the UGC was coping with cuts in the universities, she did not agree. "We can plan for a reduction in the numbers going into public sector higher education – we've already done it in schools," she added.

Instead of a body of the "great and the good" chosen according to the convictions of an individual Secretary of State, it should consist of people accountable to the electorate," she said.



Mr Carlisle: No question of abolition.

Defence of voluntaries 'my duty'

Voluntary and independent schools were strongly defended by Mr Mark Carlisle, the Education Secretary, in his address to the conference.

Voluntary schools remained highly popular with parents, he said. "As long as parents want them, there is no question of abolishing them."

But the attitude of some Labour councils, such as the Inner London Education Authority, gave cause for concern. "Those in control in Inner London have made it very clear they oppose the very existence of voluntary schools – it is my duty to defend them," he said.

On independent schools, he said he did not think the "enormity" of what the Labour Party proposed had yet struck home. "They are the kind of policies which people escape from the Soviet Union to avoid," he said.

The final step would be making it illegal for schools to charge fees at all. "I can't think what the indictment would look like," said Mr Carlisle, a leading barrister. The thought that people should appear in the dock for charging seemed to him unthinkable.

Labour's plans would virtually eliminate boarding places, he added. That doesn't just hit the wealthy – it's the servicemen, the businessmen working abroad on our behalf." And they would make illegal the "very successful day grammar schools", such as City of London and Manchester Grammar School, which were not wealthy, privileged as the Labour Party liked to think. Families scrimped and saved to carry models interest to send their children to them.

However, the Education Secretary was not able to take such a positive line when Mrs Nina Allcock, a Suffolk county councillor, asked him how her county was to meet the Environment Secretary's latest demand for cuts. If would mean taking £5m – one twentieth – out of the education budget, she said.

He could not commend on a scheme from the Education department, replied Mr Carlisle.

Mrs Rumbold: colleges belong to l.e.a.s

How governors can curb those impulse buys

Headteachers are buying "impulse goodies" with school capitation money, the conference was told. They were being talked into it by pushy salesmen.

Mrs Theodora Sibley, an Essex headteacher, said unnecessary things were also bought by "empire-building staff". "I can tell you where the goodies are always stacked," she added. "– and it's not in the classroom."

Mrs Sibley, who was speaking during a debate on the role of school governors, said headteachers had to manage a business with an annual turnover of many thousands of pounds with no training. They therefore needed guidance from governors, she stressed, who had the responsibility for the oversight of spending on capitation.

Her comment was backed by Mr Michael Knowles, leader of Kingston Council, and Mrs Angela Rumbold, the council's finance committee chairman and immediate past chairman of the Council of Local Education Authorities. They had found electric pencil sharpeners in schools, they said – and that wasn't the oddest one.

Mr Knowles reminded the conference that governors were responsible in law for the curriculum. "We see it's on the agenda for each governors' meeting in Kingston," he added, "otherwise they just discuss toilets and draughty doors."

A deputy headmistress from Gateshead said the Left wing was insisting on taking all places on governing bodies. But a speaker from inner London said local Conservative associations had a lot to answer for when they simply put bodies in places on governing bodies. People with knowledge who could support the staff were needed, she said.

Summing up the discussion, Mrs Rumbold said most governors did not know what their rights were. Before starting the job, they should spend a day in their school so they had more idea of what they were governing.

Mrs Rumbold said it was right, as one speaker had stressed, that governors should be involved in appointing the school head. They needed some kind of training for the task.

She also expressed concern about the "haphazard" way Conservative governors were chosen. And she added that parent governors should be genuinely interested in the school, not just activists in the local community.

The RSPCA Education Department
Teachers' Courses at
Mallydams Wood Field Centre
Fairlight, Nr. Hastings.

This Centre offers you

A quiet 24 Hectare woodland site with undisturbed Flora and Fauna in many interesting micro habitats.

Spacious laboratory space and modern equipment.

Reference library with up-to-date publications.

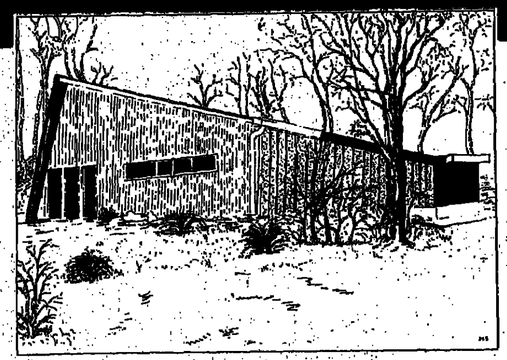
Experienced teaching staff who will make your course applicable to your own teaching situation.

Wide variety of local freshwater, rural and seashore habitats.

Interested?

For a full colour booklet complete coupon, send A5 s.a.e and 30p Postal Order to:

THE RSPCA



Residential
Weekday or weekend courses at very moderate cost on self-catering basis.

Day Courses
Arranged for teachers with specific ecological or biological interests.

The RSPCA Education Department. Causeway, Horsham, Sussex RH12 1HG.

NAME

ADDRESS

PARTICULAR COURSE INTERESTS

Italy/Marco Tosatti

Crisis move saves holiday plans

ROME: In a last minute and unusual move, the Italian Government has averted a major teachers' strike which would have prevented the school year finishing on time and stopped 350,000 families from leaving for their summer holidays in August.

Teachers were threatening to refuse to write pupil reports, and to boycott the supervision of exams, because of the lack of implementation of a pay agreement signed last January.

In all, the strike would have affected 10m pupils. Thirty five thousand pupils would have been forced to take their exams in August, instead of in the second half of June.

The agreement signed at the beginning of the year granted teachers a salary increase of about 10 per cent. Parliament, since then, was due to have approved a law giving this increase. Another Bill, guaranteeing jobs to 110,000 non-tenured teachers, was also due to become law.

But legislation was delayed, and the recent P2 masonic crisis blocked it completely. Trade unions feared that the legislation would be delayed until next winter, further delaying the already long-running pay negotiations.

As a result two trade unions, the Sindacato Nazionale Autonomo Scuola (SNALS) and the Confederazione Italiana Sindacati Lavoratori (CISL) took strike action. The two other main unions deferred making their minds up until the Government took a decision.

The Government, although it had already resigned because of the P2 crisis, was forced to issue a special decree enabling the Treasury to pay the salary agreement – a move exceptional enough to cause comment among Treasury officials.

Botswana link

The recently formed United Kingdom-Botswana Society is willing to provide schools with speakers who will talk about Botswana, show slides, and offer background material.

The society intends to foster links between the two countries, to help Botswanan students studying here, and to encourage visits to Botswana. Students studying here, and to encourage visits to Botswana. More details from the secretary, Mr Lowry Creed, Trevor House, Langford, Lechlade GL7 3LN.

Australia/Bill Purves

Jobless gain most from bigger budget

SYDNEY: The Australian Government has outlined its financial proposals for education in 1982 – and despite fears of a cut the Government has actually proposed an increase in real terms in the 1981 budget.

The guidelines, issued by the Federal Education Minister, Mr Wal Fife, will be included in the federal budget, normally introduced in parliament in mid-August.

There may be some minor adjustments between now and then but Mr Fife has indicated that federal spending on schools in 1982 will be slightly more than $A1,003m (£590m), and $A1,868m on tertiary education – a total of $A2,871m.

This is an increase of 1½ per cent, in real terms on the 1981 budget figure.

With an inflation rate of about 10 per cent, there had been fears that there might be a cut in real terms because of the Government's restraint and its policy of making the states assume a greater burden of public spending.

But although the overall figure for education in 1982 is to increase, there are some significant variations in some important areas.

One large increase is a $A50m rise in the budget for the school-to-work transition programme. This will now get $A75m – one indication of the Government's concern that schools should do more to help train a future work-force.

The programme is designed to help school leavers, principally those who can't qualify for teritary training or apprenticeships, to find jobs.

The Goverfiment's enthusiasm for the programme is not shared by the Australian Teachers Federation. The Federation's general secretary, Mr Ray Costello, said the extra funds had been taken from basic education for a project which did not have the support of the people who knew most about it.

The scheme, he claimed, was designed to disguise unemployment figures. It was not supported by the state governments or teacher organizations, and would not be supported by national parent bodies in its present form.

Teachers are also displeased with Government's allocation for state schools. (Under the Australian federal system the states are responsible for primary and secondary education but rely on substantial injections of federal funds.)

Mr Fife's latest proposals mean that the federal grant for government teachers' wages and salaries will remain at the same level as in 1981 – but the figure for non-government private schools will rise by some $A43m.

The Federal Government's capital grants and other allocations for state schools classified as disadvantaged will also fall by $A7m next year – another move which fuels the state school supporters' claim that the Government is using public money to finance private schools will rise by some $A43m. needy state school pupils.

The Government is also to make changes to the administration of education.

The Schools Commission, a federal body, will no longer have the control of federal educational programmes and their financing. This will pass to the Australian Council of Education – a body comprising the state education ministers and Mr Fife. The Schools Commission will now help the federal government to define the aims of programmes and set guidelines which, in Mr Fife's words, are "indicative rather than prescriptive".

It is notable that the Commission's recent recommendations on federal funding were ignored in two important points in Mr Fife's announcement.

The Commission had recommended the development of a new basis of funding private schools and assessing their needs; and also that the amount for state school recurrent funding be some $A30m more than that for private schools. In fact the private and state sectors will get equal shares in this area in 1982.

In the long term the erosion of the Schools Commission's authority may be more significant than the financial aspects of Mr Fife's announcement.

Spain/James Connell

Families the key factor

BILBAO: Despite all efforts to ensure equality in the Spanish educational system over the past few years, social and economic background factors are still responsible for poor academic results.

This conclusion was reached recently by researchers from a teacher training college at Saragossa. They led a four-year investigation into the reasons for low achievement in state primary schools pupils and discovered that 94 per cent of remedial students had sub-literate or primary education parental backgrounds.

On the other hand, children of graduate parents accounted for a mere two per cent of those in remedial classes.

The overwhelming majority of the parents of low performers, 85 per cent, were unskilled workers. Only three per cent were in the professions.

The report attacked the educational system, saying it not only reinforced class differences but actually created them, at least at the primary level.

The researchers were sceptical of remedial measures unaccompanied by real modifications in the socio-economic family structures, but did not specify how this should be done.

An education ministry report is quoted as demonstrating the disappointing results of remedial education. Teacher training programmes are criticized by the group as being ill-adjusted to children's needs, and the scarcity of teaching aids in schools is condemned.

Art competition on South Africa

The anti-apartheid Defence and Aid Fund is organizing a children's art competition to help make British children more aware of the lives of children in South Africa and Namibia. The competition is for eight- to 11-year-olds, who are invited to submit a drawing, painting or collage on one of the following themes: school, home reunion and farewell, leisure or work.

Entries (plus a 10p entry fee) must be received by July 10 at the Art Department, Institute of Education, 20 Bedford Way, London WC1. Two £50 first prizes plus 10 other money prizes will be awarded. Further details and background briefing notes from Defence and Aid Fund, 104/5 Newgate Street, London EC1.

International/Hilary Wilce

United World Colleges push past their sticking point

Plans for a number of new United World Colleges are now going ahead following many years when the international schooling movement seemed to have reached a sticking point, with just three schools.

A sixth form college is due to open in Italy in 1982, and an innovatory agricultural college is planned to open in Venezuela in the same year.

An international school in Swaziland, in southern Africa, is now an associated school and likely to become a full United World College in the near future. Similar links are being sought with other suitable schools, such as the International School at Moshi, in northern Tanzania.

Sites for new colleges are being examined in the United States, although hopes of opening a school in southern India have become bogged down in political and practical difficulties.

United World Colleges aim to promote world peace by bringing students from all over the world to study together and to take part in community service activities. The first college was set up in Wales in 1962, and others were later opened in Singapore and Canada.

The plans for a new school in Italy were delayed by the Seveso chemical plant disaster and the recent Italian earthquake, both of which diverted Italian funds from the project.

When open, it will offer the International Baccalaureate diploma, to between 200 and 300 16- to 18-year-olds, on the lines of existing colleges.

The Venezuela agricultural college will depart from this traditional academic approach and offer a three-year training for middle-level managers.

This project was first discussed when Prince Charles, who is president of the organization's international council, visited Venezuela in 1978, but was delayed because of a change of government in the country.

The idea for a college offering vocational training on an international basis came originally from past United World Colleges students. The agriculture college will offer a three-year sandwich course, with the middle year entirely devoted to practical farming.

Peace for next time, p.20.

FRANCE 82

Begin planning now! Send for our new advance information leaflet with details of our expanding '82 programme.

- New centres all over provincial France.
- More hotels in and around Paris.
- A unique new deal exclusive to Schools Abroad — a hotel chain with modern hotels and excellent facilities which just take one coach group.
- Expanded arrangements with more accommodation over peak periods at our well known VVF centres — another Schools Abroad exclusive.
- 'IN FRANCE' — our new lavishly illustrated project and environmental study book with a free copy for each pupil.

Special reductions for groups booking before 31st July 1981

Schools Abroad Group

Grosvenor Hall, Bolnore Road, Haywards Heath, West Sussex RH16 4BX
Telephone: Reservations— Haywards Heath (0444) 59011
All other calls— Haywards Heath (0444) 414122

Please send me Adrian's Information leaflet on FRANCE '82

Name
School/Group
Address
Telephone

Kenyans are flooding into Indian universities. As a result close ties are developing between the two countries. Irungu Ndirangu reports.

How Britain lost its student appeal

NAIROBI: The demand for university places in Kenya far outstrips their availability. At present there is just one university, the University of Nairobi, which with 7,000 students has reached its limits.

As a result many Kenyans go abroad to study, and the countries most go to are the United States, Canada, Britain, India and the Soviet Union – in that order of preference.

The United States comes top of the list because of the possibilities it can offer for poor students to work their way through college.

Canada is also popular because of its official policies of aiding foreign students who may have financial problems while in the country.

Britain is held in high esteem but most Kenyans who have studied in Britain have been private students, and after the Conservative Government pushed up fees for foreign students in 1980 Kenyan students were effectively barred from the country.

Unlike the situation in the United States, students find it much harder to find casual work, and if they can find a job, it pays little.

Today most Kenyan private students go to India for further studies. Although Indian degrees and diplomas need to be treated with suspicion, it is a cheap country in which to study.

Before a student from Kenya can leave for any foreign country he must deposit a full year's college fees with the relevant authorities. This rule was instituted after many students forced the Kenyan missions abroad to maintain them when they ran short of cash.

Only a very lucky few can graduate in their own country.

If a student goes to Britain he must also show that he is able to pay his rent and his travelling expenses. The total sum works out at many thousands of pounds.

In contrast, a student leaving for India needs only to find £500 for one year's fees, and living expenses, and as a result more Kenyan students are leaving for India than for any other country. Indian diplomatic sources in Nairobi put the flow as high as 5,000 students a year.

Going the other way, many teachers are now coming from India and Bangladesh to work in Kenya. Many are prepared to work under local Kenyan terms, but even if they are recruited under the special terms offered to teachers from abroad, they are still much cheaper to recruit than teachers coming from Britain.

In fact the ties between the two countries are generally growing stronger. India has similar development problems to Kenya, but it has developed to become the tenth industrial nation in the world.

Kenya is slowly but surely moving away from the West and copying India's example. It finds India has managed to combine the production ethics of both the West and the East, and that its advisers are not bound to the ideologies of the big powers.

It is the ideology of the Soviet Union that tends to make it an unattractive destination for Kenyan students. Nevertheless the USSR is always willing to help foreign students and a large number of Kenyans are now studying science and science-based courses in the country, under an official aid agreement between the two countries.

New mood of confidence in Community corridors

Education ministers meet in Brussels next week amid growing feelings that European policies are at last finding their feet. Rory Watson talks to Ivor Richard, the EEC's commissioner for social affairs

Mr Ivor Richard: keeping unemployment at bay for 16-year-olds.

BRUSSELS: A new feeling of confidence and excitement can be felt among education administrators in the European Commission. Confidence that their efforts are now being recognized both by their Brussels colleagues and EEC governments. Excitement at the opportunities facing them.

This atmosphere has grown gradually since January, when education became the responsibility of Britain's number two commissioner, Mr Ivor Richard.

It would be erroneous to imagine that Mr Richard, a Labour MP for 10 years and Britain's man at the United Nations in New York between 1974 and 1979, came to Brussels anxious to take on the education brief. His first choice, after his UN experience, was to try for control of the EEC's overseas development policy. But when this failed, he settled happily for the social affairs portfolio, to which education was attached for the first time.

This change in the administrative structure is one of the main reasons for the more central role education is beginning to play in EEC policy making. Two weeks ago, a new integrated department for education and vocational training and youth policy, was established in the European Commission.

This was seen as a necessary step to end the anachronistic divide, still perpetuated in many national administrations, between responsibility for education and vocational training.

While the Commission has taken the lead here, governments are now beginning to tread the same path. The French, for instance, only last week put their vocational training department into the education ministry," Mr Richard told *The TES* this week.

A further advantage in this closer link is that 80 per cent of the EEC's social fund of almost £800m next year, is spent on vocational training. "We hope to be able to pool ideas drawing on the educational pilot project, and previous social fund activities organized by the manpower authorities," Mr Richard explained.

As the EEC's unemployment rate continues to approach the nine million mark, greater emphasis in the EEC's education policy is being placed on the 14- to 19-year-old age group.

"We are not concentrating on this exclusively, but it is fair to say it will receive a very high priority now, and we also intend to see how the Community can help train people for jobs that will be provided by the new technology that is being introduced.

"I suppose if you had to sum up, our aim is to get a situation where a 16-year-old school leaver can get training or work for at least two years and does not have to face the spectre of unemployment until he is 18," says Mr Richard.

How this will be achieved apart from the existing pilot projects and linked work and training schemes is still unclear, but the urgency of the problem is recognized by all governments, and explains the fact that the subject is on the agenda for next Monday's meeting of EEC education ministers.

Ideas likely to be aired are the need to give special help to girls and young migrants; the promotion of innovation and creativity through the education system; and ensuring that young people in academic streams in upper secondary schools can take part in similar types of work as are offered to the young unemployed, so as to reduce polarization between the two groups.

Mr Richard has been in touch with the education authorities in several EEC countries over the last few months. On a recent visit to Edinburgh, he held lengthy discussions with officials in the Scottish Office on gearing the education system in central Scotland to the introduction of new technology. As a result, the Commission and the Scottish Office intend to collaborate on a study to determine what role the EEC may play in this development.

Mr Richard holds out no particular expectations for Monday's ministerial meeting. Apart from a discussion on the education and training policies in the context of unemployment in the EEC, ministers will be presented with a study compiled by the education department's computer network, Eurydice, on the impact of demographic change on education systems and be asked to support a programme on information on mutual recognition of academic diplomas in the Community – an excellent example, according to Mr Richard, of where the EEC can plug the information gap.

This deliberate down-playing of the meeting represents a more pragmatic attitude to Common Market governments and heralds a new approach to Brussels.

EEC officials have deliberately chosen not to build up expectations – and in certain cases, opposition – to education meetings. Instead, the future is likely to see greater emphasis on examining the common problems shared by all 10 countries to determine where the community may make a positive contribution, while at the same time continuing the EEC's earlier initiatives in the educational field.

Sweden/Chris Mosey

Protests mount against cuts

STOCKHOLM: Pressure is mounting on Sweden's new Schools minister Mrs Ulla Tillander, a member of the Centre Party, to abandon cutbacks in education spending put into effect by her predecessor Mrs Britt Mogård, a Conservative.

Mrs Tillander has faced a barrage of demonstrations and press criticism since she took over last month as the formation of a new Centre/Liberal coalition, following the collapse of a previous coalition which had also included the Conservatives.

A few days after she took office between 30,000-50,000 children from 90 Stockholm schools took part in a one-day strike.

Meanwhile 3,800 teachers also protested against the cuts in a rally organized by all the main teaching unions and the national parent/teacher association.

The government has cut state grants to local authorities for primary and upper secondary schools by two per cent as part of a £630m package of public spending cuts.

The immediate effect of the cutbacks being put into effect in Swedish schools include larger primary school classes, reductions in special education, cuts in funds for resources and extra-curricular activities, and curtailment of plans for pre-school including the scrapping of plans for day-care centres in many municipalities.

But the most controversial move is to cut the number of teacher-supervised lessons in upper secondary schools. It is this that has so far met with most criticism from teachers, pupils and parents.

France/Barbara Casassus

France's left turn sparks private fears

PARIS: Education was virtually ignored in the run-up to M François Mitterrand's election as French President in May but emerged as a major issue in the campaign for the parliamentary elections, the first round of which was held last Sunday.

The Socialist wish to create a "secular unified public education service" evoked scarcely more than a murmur from the private education lobby before M Mitterrand's victory, but immediately afterwards sparked off a heated debate fuelled by fears that private schools would be closed down and jobs lost overnight, if the voters gave the Socialists the legislative majority they need to push their programme through.

The controversy raised the spectre of the "school war" of 30 years ago, when bitter rivalry grew up between state and private education supporters, but achieved nothing at the ballot box for the outgoing, centre/right parliamentary majority.

The Left, overwhelmingly dominated by the Socialists, captured 55 per cent of the votes last Sunday and is expected to gain considerably more seats in the National Assembly than its opponents in next Sunday's run-off.

In the five weeks between the presidential and the parliamentary elections private school supporters delivered impassioned speeches at a rapid succession of conferences and gatherings throughout the country, warning against the threat to freedom of choice.

Fourteen organizations sent a joint letter to parents declaring "Catholic schools are in danger (over 95 per cent of private establishments are Catholic). No serious negotiation is possible when the objective of integration is fixed in advance."

In an attempt to calm the mounting fears the new National Education Minister, M Alain Savary, released a first official statement on the issue three days after he took office. This repeated M Mitterrand's pledge to institute a decentralized unified education structure, but promised security of employment for teachers and emphasized the importance of a "pluralism of ideas, beliefs and ethnic origins" with this system.

The integration of private establishments and staff would be the result of "negotiation not unilateral decision . . . through conviction not compulsion. Freedom in education will not be threatened," M Savary said, adding that some organizations had already agreed to negotiate.

The private education sector, which is strongest in western France accounts for about two million pupils, 16 per cent of the total.

But in many cases the term "private" is only partially applicable. The majority of the schools are already under contract to the state, according to the 1959 Debre Law. This offered two types of arrangement in exchange for varying amounts of public funds and a varying degree of government supervision: the simple contract under which teachers and their social security contributions are paid by the state, and the contract of association under which the Government employs the teachers and pays half of the school's expenses.

In return the establishment uses the same curriculum and timetable as its state-run counterpart and is subject to government financial and teaching control.

Primary schools mainly chose the simple contract, and secondary schools the contract of association. In both cases their rights were increased by further legislation in the 1970s.

The question of government subsidies is a central issue. The private sector is allocated 13 per cent of the 1981 education budget – and without this money many of the schools could not survive.

But M Savary has said repeatedly now that there will be no sudden cut-off in funds. Pending the outcome of negotiations on integration, for which there is not set schedule, he has invited schools with simple contracts to sign contracts of association and has promised to honour government commitment for the next academic year, both for funds and guarantee of employment.

United States/Clive Cookson

Year of the tax credit gets a postponement

WASHINGTON: This was supposed to be the year in which Congress finally passed an Act to give parents a tax credit for sending their children to private school.

Members have been proposing "tuition tax credit" Bills for 30 years and sometimes they have come very close to passage – in 1978 the legislation got through both the Senate and the House of Representatives but the two chambers could not agree on the scope of the Act so the whole thing failed.

After last November's election everyone assumed that in 1981 private school parents would get their tax break at last; for President Reagan had expressed strong support for tuition credits and so had the official platform of the triumphant Republican Party.

Curiously, however, it is now looking more and more as though the defenders of public education are going to fight off those dreaded tax credits yet again.

Senators Bob Packwood and Pat Moynihan, long standing proponents of tuition tax credits, have introduced the expected bill. It would allow parents a credit, up to $250 next year and $500 from 1983, for tuition fees paid to private elementary and secondary schools and all colleges and universities. (Self-supporting postsecondary students could take the money themselves.)

However, when the Senate subcommittee on taxation held hearings on the legislation last week, President Reagan's representatives poured cold water on the proposal. Education secretary Terrel Bell and Assistant Treasury Secretary John Chapoton said the administration still supported tuition tax credits – but did not want them just now. They asked Congress to delay action until Mr Reagan's main package of income tax and budget cuts has been passed.

All the signs are that conservative Republicans, who love the idea of tuition tax credits as a way to give more parents a choice between private and public education, are getting cold feet about the price of the proposal. The Treasury estimates that the Packwood-Moynihan Bill would cost the Government $2,7b in lost revenues in its first year and nearly $7b when it was in full operation.

"I am not confident that in the present climate of spending reductions and tax cut we will be able to muster the needed support for a new programme of assistance to nonpublic education" Senator Moynihan, a neo-conservative Democrat, said last month.

Public education lobbyists are making politicians feel guilty about even considering a measure that would give a huge boost to private schools at a time when they are discussing cuts of 25 per cent or more in federal aid to school district.

The budgetary impact of tuition tax credits is not the only argument that the lobbyists are using against them. Another strong argument is that they violate the constitutional separation of church and state, because most private schools are church-supported (Roman Catholic parochial schools form the main category).

Civil rights groups object to tuition credits because they would help the all-white schools – which often call themselves Christian academies – that have sprung up over the past two decades to cater for parents who do not wish to send their children to integrated public schools. In theory the Internal Revenue Service (IRS), the American equivalent of Britain's Inland Revenue, might be able to ban credits for deliberately segregated schools, but the prohibition would be controversial and impossible to enforce.

On the level of higher education, the position is quite different because both public and private colleges and universities charge tuition fees (although students pay much less at state institutions). Therefore both sectors might be expected to benefit from the tax credits.

But in fact all higher education associations, from the United States Student Association to the Association of American Universities, are vehemently opposed to the proposed credits. That is because they believe Congress sees tax credits as a substitute for the Government's existing student loans and grants, which would then be cut back even more sharply than President Reagan has proposed.

The present aid programmes are "the best vehicles for distributing limited federal resources in a manner that best achieves equity and sensitivity to student's needs," said Paul Bradon, president of Reed College, who represented the American Council on Education at last week's hearing.

EUROPE 82

Begin planning now! Send for our new advance information leaflet

- A wide selection of air and coach tours to Switzerland, Italy, Greece, Norway, Sweden, Denmark, Portugal, Holland, Germany, Austria, Russia, Belgium and Spain. Bargebreaks and Campbreaks in the UK.
- More tours by air and coach to French-speaking Switzerland with new excursions.
- New centres, hotels and excursions in the Rhineland.
- A new selection of centres, hotels and tours to Italy and Scandinavia.
- Details of our recently completed project and environmental study books **'Classical and Modern Greece'** and **'Italy down the Ages'** with a free copy for each pupil.

Special reductions for groups booking before 31st July 1981

Schools Abroad Group

Grosvenor Hall, Bolnore Road, Haywards Heath, West Sussex RH16 4BX
Telephone: Reservations— Haywards Heath (0444) 59011
All other calls— Haywards Heath (0444) 414122

Please send me Adrian's Information leaflet on EUROPE '82

Name
School/Group
Address
Telephone

Letters

Racism does not explain failure

Sir, – Your leader (March 29) attempt to defend the professional sensitivities of teachers against the Rampton questioning is admirable but unhelpful. Unless thousands of children are to be dismissed as being irredeemably stupid, then one has to focus on the relationship between the operations of the educational system and the nature of its outcomes. This means that any attempt to explain under-achievement must examine, among other things, the entire field of resource allocation and use. The training of teachers, their continuing development and hence the quality of their teaching cannot escape attention.

We must not forget that school failure has been a constant for substantial sections of the British population. Blacks did not create underachievement. They and economic recession and change merely increased its visibility. Until a few years ago failure was functional. Industry needed vast armies of house-trained and unskilled labour and for this the process of schooling was spectacularly successful. Educationists, when they thought of it, were content to hang labels on to these children of the less privileged which signified genetic, cultural, racial or class defect. They were given scientific respectability by the Psychological Testing Movement. Comprehensive education changed the structure of schooling. It did not make significant inroads into its theoretical assumptions.

It is on these grounds which I, as a black teacher and parent, must reject the notion of racism as a central explanatory factor in the underachievement of West Indian children. This is not to enter the debate on the inherent racism or structural inequalities of British society. Confining one's attention to the process of education in schools, it is to suggest that the great majority of us and our trainers simply do not know how to teach children who come to us with varying levels of preparation for schooling and who may on the surface appear not to share our expectations and attitudes. In order to do this effectively, all teachers need to acquire skills of analysis, evaluation and remediation. They need to have time and conditions in which to reflect on their teaching. Schools need to become research institutions and classrooms active experimental environments. It cannot be done on the cheap. If authorities are anxious about the education of the working class in this post-industrial phase they will have to appoint people to positions of responsibility within schools who have the imagination and capability to create this new dynamic. It will require the best minds and the best practitioners in British education – people who are concerned not with the control of children but with the management of their learning.

O. J. SEECOOMAR,
20 Brook Road,
London NW2.

Lively story

Sir, – I was pleased to read Marghanita Laski on *Little Black Sambo* (June 5) and would like to add a note on my own experience of teaching severely maladjusted children; *Little Black Sambo* and Helen Bannerman's other books for children are much loved by them, white and black, but black especially. Children have their own inner lives and points of view and when teachers impose their own ideas about suitability of books on their pupils and fail to think deeply about content from the children's standpoint, it is a pity.

I remember that one very maladjusted black pupil stopped hurling himself around only when he discovered *Little Black Sambo* on the shelves (he had been about to throw it at someone and I had been about to stop him); it was the beginning of his education when all else had failed to begin it. And how my groups of disadvantaged, emotionally disturbed, put upon and mostly black pupils loved the other Helen Bannerman books such as *Little Black Sambo and the Twins* and *Little Black Mingo*. "Would you use a dead crocodile's head as a stool? Well, would you? Would you, Miss?" was the kind of intense questioning I received from children whose attention was incredibly difficult to engage usually. We had lots of other books but it was *Little Black Mingo* which worked every time. We were lucky enough to have an edition in which the lively story was illustrated sympathetically.

PATRICIA GOLDACRE,
120 Balham Park Road,
London, SW12.

Quite prepared

Sir, – In an article entitled "Down go the 16-19 Barriers" (Mary 29), I was very pleased to see Bradford getting the good publicity it deserves on this matter.

It says; "A special design unit of seven lecturers at Bradford College, which was given the job of setting up the system, hopes to produce a common grid for time-tabling next year". The paragraph goes on to say that there is considerable enthusiasm in the schools "for the new system", some schools say that they are even prepared to take adult students. Certainly Bradford College did not set up *our* system and there is considerable enthusiasm in the schools for a system of Commonwealths but not for the common grid in time-tabling. We certainly are prepared to take adult students in the Shipley-Bingley Educational Commonwealth and have done so this year.

JOHN D. ANDERSON,
Head,
Beckfoot Grammar School,
Wagon Lane,
Bingley.

Watchful eye

Sir, – It is regrettable that teachers organizing school visits abroad are sometimes faced with the bitter disappointment described by Colin Dennis (May 29). He invited fellow sufferers to contact him so that he can forward material to the BBC. Could I also suggest that teachers inform the Central Bureau for Educational Visits and Exchanges about problems of this kind? It will help us to carry out our task of keeping a watchful eye on the standard of service provided by organisations working in this field.

J P CARPENTER
Deputy Director
Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1.

Family life first

Sir, – Your correspondents Ruth Barnett (May 22) and Nigel Green (June 5) appear to be concerned about our straightforward questions to parents in connection with the sex education of their children in schools. I trust that their reaction reveals their unawareness of the nature of some contemporary sex education.

Our circular letter to parents was based on the amendment to the Education (No 2) Bill which was introduced by Mr George Gardiner MP last year in an attempt to accord parents certain fundamental rights in the sex education of their children. This arose from parental concern about trends in some sex education methods and teaching aids. The amendment might also have had the effect of protecting children from exposures to subversive and/or brutally frank material, a recent example of which is a contraception teaching pack now being used in some schools and described as "pornographic" by another MP in Parliament on June 1.

Like your correspondent, Mr T. J. Proom (June 5), we are disturbed about the involvement of those with commercial interests in sex education who see the subject as a means of widening the market for contraceptives. (Monopolies Commission Report 1975).

For the record, our main purpose is similar to the high aspirations of many teachers: we seek to improve the quality of family life. Sex education is a fundamental area in this respect. We favour sex education as a gradual process within the family throughout childhood. However, when it is taken out of this context we do not think it unreasonable to ask that the subject is treated with sensitive honesty with preparation for parenthood and family life being the main objective.

VALERIE RICHES,
National Hon. Secretary,
The Responsible Society,
Wicken, Milton Keynes,
Bucks.

Balanced diet

Sir, – Peter Parker's review, "Flowing with Milk, Honey and Blood" (May 22) prompts a good deal more of reservation and caveat than even he cares to cite. For interested observers of the Middle East the most casual of irresponsible statements forces as much of a wince as misguided Senatorial pronouncements on Northern Ireland.

The books he reviewed, particularly that by Henry Cattan, can be used, as Mr Parker admits, more for propaganda than objective analysis. For the educationist who is ever in search for the contentious issue but whose ultimate duty must be towards objectiveness, one would be very wary of such recommendations as Mr Parker makes.

He welcomes Sarah Graham-Brown's book, for example, for its portrayal of a way of life destroyed by the advent of an Israeli state which "brought about the expulsion of 840,000 Arabs". Quite untrue and a falsehood now unfortunately given much historical respectability. "It will be invaluable to any teacher," Mr Parker claims. The photographs may be, the writing should not.

It would not be too difficult even for the non-lawyer to poke holes in the Israeli administration on the West Bank. It would not be difficult for the layman to find fault with the British administration in Northern Ireland. They should both be fields of enquiry even for the teacher and pupil; the issues being complicated and contentious cry out for investigation. But the point is that as fields of inquiry they demand full inquiry, not a casual glance at the latest sententious propagandist.

In his efforts at qualification Mr Parker, perhaps extenuating wrong with still greater wrong, reminds us that other minorities in the area are being subjected to a treatment similar to that supposedly meted out by the Israelis. He cites the Kurds. The Jews of Syria, deprived of somewhat more than "nationhood", might have been a more appropriate, if less glamorous example.

One accepts it is invidiuous to try to outshout claims of mistreatment as it is impossible to exonerate the Israelis, entirely. Nevertheless, the need for a balanced diet, particularly if recommending works to teachers, should be much more carefully and clearly stated.

JONATHAN GILLIS,
Balliol College,
Oxford.

Highest ideals

Sir, – It is very easy to mock an institution which has fallen on hard times, as Niall Allsop ably demonstrates in his article on school assemblies. (May 29). From my vantage point at the piano in a number of assembly halls I have observed many of the occurrences he describes, but I have also seen a great deal more besides. Before being carried away by a catalogue of criticism, it is as well to pause and consider the virtues of the "ritual" he wishes to abolish.

Much effort is spent in ensuring that education fits a child to take his place in the community. At its lowest level, the school assembly is a demonstration of the pupil's membership of the school community, and an opportunity to share in its successes and disappointments. There is a time for the stern address to the whole school on a matter of discipline, but there is also a time to enjoy the achievement of a member of the school, academic or sporting: a round of applause for the hockey player selected for the county, and a friendly cheer for the cross-country team who spent most of Saturday wallowing in interminable mud to be placed 47th out of 60 teams. It is a heart-warming experience to discover that the pupil of whom you most despair is, after all, a chess wizard, or a champion life-saver, or a National Youth Orchestra trombone.

Much more importantly, the content of the assembly can lift the mind beyond the narrow community and remind the pupil of his place in the whole community of mankind by placing before him the highest achievement of man, the highest ideals of conduct, and the greatest literature available to man – the scriptures. Beyond this again is the ultimate community: that of man with God.

It is difficult to believe that Niall Allsop's intimate meetings in the classroom would look beyond the classroom door at all. More probably, they would develop into heated discussions of why City lost last night, while a few surreptitiously complete their homework – or someone else's.

In our topsy-turvy world, it is typical that we should give up a practical experience of unity with our neighbour, our world and its Creator, in order to spend more time in the classroom wondering how to achieve it.

R. J. BROADBENT,
Head of music department,
The Hulme Grammar School for Girls,
Oldham.

Open to all

Sir, – There are a number of misleading impressions in John Bald's Platform article on English examining ("Publish and be judged", May 29), which should not pass uncorrected.

The East Anglian Examinations Board and London Regional Examining Board and the University of London Entrance and School Examinations Council are engaged in joint syllabus development for the common examination system at 16-plus. The Joint English Subject Committee is considering the range of techniques for the assessment of English, including multiple-choice, testing of some aspects of reading comprehension and the submission of course work, and teachers will be asked to discuss these and comment on the proposals as part of the process of syllabus and examination development.

The Joint Subject Committee is agreed on the desirability of including the spoken language in the examination of English, though aware of the formidable organisational problems entailed by oral examining on a wide scale. All three Boards have some years' experience in this field, and would be odd indeed if they then suddenly renounce it at 16-plus.

Mr Bald refers to different approaches to the examining of English in different areas, seemingly unaware that, under Government proposals, all syllabuses and examinations in the new system at 16-plus will have to conform to national approved criteria. Draft criteria in English are being prepared by a Subject Working Party of the GCE and CSE Boards' Joint Council for 16-plus National Criteria, and should be available for a wide process of consultation and discussion in the Autumn. Also the Government's proposals for the common examination at 16-plus state that "schools will, however, still be free to choose among all the examinations offered by the various groups of Boards".

There is no conspiracy to conceal, as Mr Bald suggests, and Boards' syllabuses and schemes of examinations are published for all to see.

K. DAVIDSON,
Secretary to Joint English Subject Committee,
EAEB/LREB/ULESEC.

Bored with play

Sir, – Margaret Lawson's article, "Where is the *Wendy House* Now" (Talkback, May 29), worries me for a number of reasons. Most infants today attend play schools or nurseries before attending full time schooling. This may be one reason for less emphasis on water and sand play and the Wendy House.

They are bored with "playing". They come to school (rightly or wrongly) with the attitude that they are going to "real" school where they will learn to read, write and do sums! In my years' experience in education, I have found that the growth of pre-school activities, including radio and television programmes for youngsters, have resulted in a different need by these young people.

Secondly, there is little evidence that children are learning anything by playing with water or sand. Gone, I hope, are the days when infant teachers exposed children to such activities because it was the "in" thing to do. I now find a much more reflective attitude on the part of infant teachers. From their training and experiences they attempt to discern the individual needs of the children they hopefully avoiding mismatching and a bored, frustrated child.

Thirdly, I wonder where these smaller classes are, to which Margaret Lawson refers? How many infant and first schools in this country have under 30 to 35 children to each teacher in every summer term?

Fourthly, Ms Lawson's constant reference to "children more difficult to control" worries me, especially as she appears to blame, without reference to credible research, the lack of water and sand play and the disappearance of the Wendy House. I question that inlaid children are now more difficult to control.

There may be areas where socio-economic factors result in an increasing trend, but this would be for the same reasons. It is possible that children "will not listen", and that "they do not comply speedily and readily to the teacher's requests" because of the tolerance at playgroups of the very permissive approach which the Lawson experiences Ms. Lawson is accusing schools of not providing!

It could be that Margaret Lawson is referring to a "regional" problem pertaining to Trent. If so, she should say so and not make generalizations or blanket statements. Reference to research would have made her article more credible.

ALMA TONGUE,
Headteacher,
Stakes Hill County First School,
Hampshire.

SUPERB OPPORTUNITY FOR GOOD FULL OR PART TIME EARNINGS

on commission basis. Working involves liaising with schools and local authorities. Car and telephone essential. In the first instance contact Carol Saltmarsh on St. Albans (0727) 60121 or write for further details to

Safety Master
521 Watford Road, St. Albans, Herts AL2 3DU.

Misleading to single out industry project

Sir, – The account in *The TES* of the TUC's evidence to Mrs Trenaman's enquiry into the workings of the Schools Council (June 5) may be misleading in one important respect.

The TUC is reported as saying that there are serious delays in the publication of Schools Council teaching materials, "which meant they could not be pilot-tested". The Industry Project is cited as an example of this problem.

The issue is not so simple. The problem for a devolved curriculum project like the Industry Project is that the central production of materials is incompatible with the collaborative, essentially local character of the curriculum development process itself. The solution adopted by the project was to derive the materials from the process rather than use them to instigate or accompany it. To this end, the project formed a series of working parties towards the end of the first phase of the project, composed of teachers, employers and trade unionists who had been involved in the project at the local level to help and advise the project on the basis of their practical experience. In some cases work which had actually been developed by the schools locally was incorporated into the final materials. Small scale informal trials of some units were conducted where the working parties thought that this was desirable.

The effect of working in this way is that materials become available in draft form at the end of the project instead of at or near the beginning. This means that there is inevitably a gap between the ending of the first phase of the project and the publication of materials. The degree to which formal testing of materials is helpful must be a matter of opinion: certainly teachers' experience of materials developed in this way has not been encouraging.

Delays are always to be regretted, and there may indeed by a general problem with the amount of time which materials take to be published. But to cite the Industry Project as an example pays insufficient regard to the specific, innovative approach which the Industry Project adopted.

MARTIN LIGHTFOOT,
16 de Beauvoir Square,
London N1.

All officers

Sir, – I have followed with interest correspondence which has followed the recently published study by Elsa Ferri of the National Children's Bureau regarding combined nursery centres and, in particular, the issue concerning the different staff conditions for nursery nurses and nursery teachers working in such centres.

Two months ago, Harlow District Council opened its first combined nursery centre and, while it is early days, I feel that we have successfully overcome the problem of nursery nurses and nursery teachers working alongside each other. We have done this by the simple expedient of designating all staff as "Family Centre Officers". Regardless of professional background, all Family Centre Officers work the same local government conditions of service for AP & T Staff, with equal working hours, leave entitlement and one set of salary scales.

DERMOT F. BYRNE,
Head of Community Services,
Harlow Council,
Harlow, Essex.

'Kids on the Block'

Sir, – As director of RADAR (The Royal Association for Disability and Rehabilitation), I would like to bring to the notice of your readers, particularly school teachers, club leaders, local theatre groups, in fact, anyone who has any contact with children between the ages of 8 and 12, the opportunity that exists to use a remarkable group of puppets called "Kids on the Block".

The main difference between these and other puppets is that most of them are disabled puppets. Among them, for instance, is a freckle-faced 11-year-old in a wheelchair; but which he calls a cruiser. Another is deaf. Yet another uses a crutch.

The puppets have been created disabled for a reason: to communicate to children a sensitivity and understanding about the problems of handicapped youngsters that could never be gleaned from books or from adults.

In this International Year of Disabled People, the Kids on the Block are doing a great job, making a bridge between normal and disabled children. The puppets, and their creator Barbara Aiello, live in the United States, but they will be in Britain for the first three weeks in September, sponsored by RADAR.

If any local school, women's organization, club or drama group, would like to use the Kids on the Block during this visit, I would be pleased if they would contact me quickly.

GEORGE WILSON,
Director,
RADAR
25, Mortimer St.,
London W1.

Linguistic tricks

Sir, – Congratulations to you for publishing the humorous piece about Mary Warnock – and to Mary Warnock for writing it. Doubtless it was a malicious sub-editor who coined the headline "Divine Disgust", but the godlike disdain of her articles is well caught therein. However, Mary Warnock had no need of a sub to undermine her opinions; in her magnanimity she undermines them herself.

At its close, her article contains these words:

"The drawback of metaphors is that they carry their own validity on their face: argument is out of place. Once we have understood the metaphor, the force of the analogy itself carries us along. This is why they seem the rhetorical alternative to thought."

Mary Warnock here provides us with a standard by which to judge, and to condemn, her own preceding remarks. Her article contains a list of her own dislikes, some supported by reasons and one simply underlined with the genteel dismissal, "Oh dear". She is, of course, entitled to have her dislikes and you, Sir, are entitled to publish them for our entertainment. It was an added kindness of Mary Warnock to point out "the drawback of metaphors", and to enable us to dismiss her dislikes, since it is all a matter of *her* "disgust".

Her dislike of much modern sociology is understandable, but surely it reflects as much on her palate as on the tit-bits of conversation that she samples when she finds "disgusting", for example, a remark ("... what the faculty does ... is being done to me") which embodies a truth about the relation between the learner and what he learns – whether or not the student is a willing victim. Those prone to sea-sickness avoid the sea, and Mary Warnock should protect her delicate intellectual stomach from hearing any conversation which succumbs to moments of fashionable-short-hand like "in search".

Long may Mary Warnock continue to write, and you to publish, articles that point out perils that surround us and at the same time give examples of those perils. How fortunate it is that Mary Warnock is not allergic, to use her own final metaphor, to her own kinds of linguistic trickery!

D. J. GOSDEN,
8 Bembridge Crescent,
Southsea, Hants.

Puzzles all

Sir, – Does the Burnham Salaries document provide a definite guideline for the assessment of teachers salaries? The first two local authorities I worked with gave me the same number of points above the basic salary. The third one I worked with reduced these points. When I compare the way they have worked out, it does not seem that they all have been based on the same document. I sent the details to a teachers' union, and they had yet another way of assessing. How does one know which is the correct one? Can any of your readers help on this matter?

F. PERVAIZ,
43 Glastonbury Court,
Talbot Road,
London W13.

Another pun

Sir, – I was interested to read Frances Farrer's theory of the unconscious pun (*Lingo* May 15). I noticed the phenomenon some time ago and coined for it the term "attraction of metaphor".

I wonder how many others have invented their own descriptive term?

J. A. BRUCE,
Headmaster,
The Henry Meoles School,
Moreton, Wirral.

Draw the line

Sir, – *The TES* of May 29 reported on "a practical plan for the step-by-step abolition of private education set out in a joint Labour Party-TUC document". One of its longer-term measures is apparently "to bring all fee-paying to an end within 10 years".

The report, and presumably the document itself, make it clear that these proposed measures refer to private schools. One cannot help wondering, however, what the socialists' views are of private coaching on an individual basis. Very many teachers, including those employed in the state sector, supplement their income in this way, which could accurately be described as "private education" and clearly involves "fee-paying". Is it envisaged that such private coaching should be brought to an end?

If not, then clear lines of demarcation will have to be drawn between what would be allowed and what would not. How many pupils would I have to coach privately before qualifying for socialist abolition? When is a school not a school?

MICHAEL J. SMITH,
15 Golden Hind Park,
Dibden Purlieu,
Southampton.

Maths programme

Sir, – I have produced a mathematics tutoring programme which enables a teacher to give individual tuition to many students covering different levels and different sections of mathematics, simultaneously.

After the developmental years, the programme was finally launched and is now operating successfully in Canada and South Africa. It involves a five tier system of slides, tapes, tests, text and teachers. It covers all high school mathematics.

I would be interested in establishing one or more units in the UK and would like to get in touch with someone who would have the initiative required to set this in train.

S. GERO,
164 Kloof Road,
Bantry Bay,
Cape Town 8001,
R. South Africa.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Travel

NST LTD
SCHOOL & GROUP TRAVEL SPECIALISTS

GUARANTEED FIXED PRICES FOR 1981

NST still have availability at several of our Continental and U.K. centres for most dates in 1981. Due to heavy demand our U.K. programme has been extended to include several new attractive centres.

Write or telephone today for further details and for your copy of our 1981 full-colour brochures.
Book early to ensure the best selection of holidays for your group.

NST Freepost, 13-17 All Hallows Road, Blepham, Blackpool FY2 0BR (no stamp required). Tel: 0253 52525 (10 lines).

THE 1982 PGL SCHOOL TOURS BROCHURE NOW AVAILABLE!

FULLY INCLUSIVE TOURS AT HOME AND ABROAD WITH GUARANTEED PRICES

Among exciting new tours for 1982 are Canal Barge Holidays, Dutch Sports Tours 'Discover Industry' tours of the Midlands and tours to London which include a day trip to France.

SPECIAL OFFER If you are able to make a provisional booking for your 1982 tour before the end of this Summer term, and forward deposits to us by October 1st, we shall pay entrance fees of up to £2 for each party member for visits during your tour. Ask for further details!

SEND OR PHONE FOR YOUR COPY OF OUR BROCHURE NOW:
PGL YOUNG ADVENTURE LTD (DEPT TES) THE MANOR HOUSE HIGH STREET TRING HERTFORDSHIRE HP23 6AB TEL TRING (044 282) 3286

SUPER VALUE SELF-CATERING IN THE FRENCH ALPS IN SUMMER – 3 WEEKS FROM £52 pp!
The above example price includes a modern 2 room apartment for 5 in Averoles, Cross Channel ferry and AA 5 star insurance. We also offer holidays in both Chamonix and La Plagne where there is Summer skiing. There is plenty of availability in July and August and these lovely mountain resorts offer lots of sporting facilities and make ideal inexpensive bases for day tours.
For full details and brochures contact:
WESTBURY TRAVEL LTD
Westfield House, Westbury BA13 3JE, Wiltshire.
Phone (0373) 864811-24 hrs
ATOL
ATRA Member

SPAIN, ITALY, FRANCE AND CORFU
14 days - £89 inclusive.
Panoramic camping and hotel holidays. Luxury coaches. Excellent facilities. Costa Brava and Calella in Spain, Dunes Verdes and Lido di Jesolo (near Venice) in Italy, Port Grimaud (St. Tropez) and Cotes Plage (Beaulieu) in the South of France, and the lovely Island of Corfu. Luxury travel by coach — also by air to Italy and Corfu.
Bliss or strife? TODAY for free colour brochure
CLUB CANTABRICA HOLIDAYS LIMITED
24 Verulam Road, St. Albans, Herts.
Tel: St. Albans (0727) 33141/60177

LEARNING THROUGH ADVENTURE
Educational Holidays for Junior Series Schools U.K. France, Holland with PGL Youth Hostels/Young Adventure Ring (24 hours) or write for FREE brochure
03882 4211 or 043277 535
PGL Schools Adventure Ltd
FREEPOST Ross on Wye HR9 7BR

Educational & Recreational Overseas Service
The EROS EXPERIENCE
By COACH to
FRANCE BELGIUM HOLLAND GERMANY AUSTRIA SWITZERLAND ITALY SPAIN
4 DAYS FROM £58
(Unlimited excursion mileage)
By AIR to GREECE ISRAEL ITALY
8 DAYS FROM £114
Send for the NEW 1982 Brochure NOW
EROS TRAVEL (International) LTD.
117 Brighton Road COULSDON
Telephone 01-668 0431 Surrey CR3 2TD

LANGUAGE COURSES ABROAD
Including language study with family or individual accommodation. 2, or 3 weeks duration at level 0 standard. All levels (10-30 years) and to suit every purpose.
FRANCE / GERMANY / SPAIN / ITALY
Send for free brochure to:
Stanley Thornes (Pub.) Ltd. (Dept. TES), Ellenborough House, Wellington Street, Cheltenham, Glos. GL50 1YD. Tel. (0242) 57411

SHORELINE HOLIDAYS
Devon's Sunny Bude, Cornwall
School Activity/Study Holidays
Wide Choice of Subjects, Great Location, Excellent Food, High Standard Accommodation.
1982 Full-board £90 to £98
Evan Lees for Autumn 1981
Write to Phone for Details
(0288) 3134

Talkback

Peter Addis

Successful integration of a handicapped child into a Berkshire primary school – but how many others could manage it?

Monumental injustices

Stephanie Ince

Attention has, since Warnock, been rightly directed towards the possibility of integrating "special" children into the normal sector. To a large extent such attention has rested upon the assumption that ordinary schools will be able to accommodate and care for special children without an excessive amount of reorganization.

Yet many, possibly most, ordinary schools are not coping adequately with the needs of their existing "special" pupils, estimated to be about 10 per cent of the normal school population. We are in danger of losing sight of the fact that in some schools there is no basis upon which the structures of integration could be built.

Special help is left generally, and often exclusively, to the remedial department. At the very best, this is the department from which a caring and stimulating school environment extends throughout a school community towards the least able, and those with special problems.

Unhappily, there still exist schools in which the needs of the slow learners are pushed constantly into the background – either under the pressures of creating a more obviously successful and competitive school reputation, or from an unwillingness of the staff to concert an effort to accommodate these children properly.

For some years there has been, amongst remedial specialists and experts, considerable concern about the vagaries of remedial provision, not only from county to county but from town to town and indeed school to school. Remedial education, in many different names and forms of organization, is still struggling to emerge in some comprehensives, and is still inadequate in many more.

I have recently visited several schools around the country – sometimes as a guest and sometimes as an interviewee. While I have sometimes been very favourably impressed, more often the lack of recognition of the needs of the remedial department and the work it does is evident to a shocking degree. It is not small issues such as [illegible] books, but monumental injustices that render the visitor speechless (or impolite).

Within the last nine months I have seen the following at various "comprehensive" schools; a yearly capitation of £30 (in a comprehensive school of about 800 pupils in a socially mixed area); miserable selections of universally old and uninteresting books; no participation of the remedial head of department in the departmental heads meetings; no cooperation with other members of staff as regards the slow learners; no access to the school's photocopier; tiny, cramped rooms in which there is insufficient room for pupils, let alone books, posters, reading games, machines and all the other things you need to build around you; so-called "cosy corners", consisting of a few discarded-and-rescued seats, while the adjacent sixth-form block boasts numerous gleaming, comfortable chairs; accommodation in cold and battered portable class-rooms placed strategically on the furthermost edge of the school play-ground; "other members of the department" who turn out to each do one lesson each week with a remedial group; firmly blinkered conceptions of the role of the remedial teacher; schools in which helpful teaching machines have not yet been heard of; the insistence that the sole remedial teacher must offer another specialism to teach; rigid and inflexible time-tabling of pupils; and, worst of all, complacent heads, teachers and even advisers.

If this is the situation now, it does not need much imagination to appreciate the plight of remedial education once Government expenditure cuts have been fully implemented. Sadly, many factors combine to make remedial education an area in which it is relatively easy to withdraw funds. After all, since nobody likes failure, it is much neater and easier to ignore it than it is to fight against it.

If it is difficult to find money, teachers and room; it is easy to find excuses for doing every little about slow-learners. This attitude must change if we are to cater properly for all those children with special problems in our secondary school system of education.

We should foster a healthy, nurturing atmosphere, into which the more severe problems of classified "special" children may be easily transplanted in the coming years. There are good arguments for expanding the role of the remedial teacher in many directions; I can find no moral arguments for the shrinkage of an already small and often ill-fitting remedial provision.

Stephanie Ince is head of the remedial department, Rye Hill School, Redcar, Cleveland.

Axegrinder

Rough cuts

It seems that "keeping an eye on the kids" has always been of great importance in schools. The hidden (or not so hidden) curriculum of control uses surveillance procedures devised by ingenious minds.

The early system of "gallery" classrooms (the pupils conveniently arranged in tiers of wooden seats) allowed the teachers (or masters, as they mostly were then) to take in the state of work (or play) at a glance, as did the now defunct – and frowned upon – raised desk or plinth for the teacher. There are some who regret their passing.

In that dreadful public school (whose feeding rituals featured in this column on March 13), one "form room" had magnificent antique arrangements. A tall and narrow wooden desk (folding seat attached) was raised on a dais at the front of the room, obscuring most of the (slate) blackboard. From a commanding height one could, literally, oversee a roomful of hapless "removes" bent over Latin prep, and enjoy a truly elevated sense of one's supervisory role.

More subtle agents of surveillance in that school were called prefects. In return for a few petty privileges (also highly valued in other ritualized Total Institutions such as prisons and asylums), they collectively formed a sort of school-focused KGB.

They inflicted punishments (as in the film *If . . .*). "Boys have a strong sense of fair play . . . they'll deal with the cads themselves . . . a bit of rough justice at the hands of one's fellows, what?"), and fed "dirt" to the headmaster, chaplain and housemasters at private tea parties on Sunday afternoons. As a junior member of staff one felt as much observed – and reported upon – as a deviant Lower Fifth.

In the world of the maintained schools, this system seems to have lost something in translation. Only the very young want to be kiddie-sneaks ("Miss, Mi-iss, Wayne's spitting on the hamster"), though I gather that "grassing" on one's peers at school is favourably regarded in Russia and China. Teachers are forced generally to rely on their own initiative.

One headmistress has been known to conceal herself amongst the coats in the cloakroom, to spot "corridor offences" and leap out upon the culprits. At another school – well-endowed with landscaped gardens and picture window – such pupils would be sent during break, to pick up rubbish and weed in the gardens directly below the staff-room windows.

Cups in hand, groups of staff could be seen enjoying this spectacle: "Kevin Jones is down here again, Third time this week" or "Sorry to see Amanda Unlike her" or "Get a move on, Jason!"

A former colleague managed to convince some difficult "early leavers", as they used to be called, that he had eyes in the back of his head. While putting up work on the blackboard, the convex glass of the clock on the wall just above his head provided him with a perfect rear-view mirror to disturbances behind him.

Thus Ryan attacking Harris in the back row, or Simmons slyly flicking textbook and geometry instruments from a neighbour, could be spotted as if by magic, and admonished appropriately without, as it were, interrupting the flow of the chalk.

This sort of "oversight" derives from that of the nineteenth-century foreman who used to remove his glass eye and leave it on a nearby wall to survey, unblinkingly, his credulous, and probably illiterate, navvies whilst he nipped off for a quick one.

With newer technology we could be more imaginative. Continuous photographic surveillance is used to trap bank robbers, and suggests interesting developments in the school – and new career lines for the aspiring MRO and AVA technician. Video recordings, already used by teachers as an aid to self-evaluation and the enhancement of their classroom practice, also records – and reveals – what pupils do, or shouldn't do, as so often seems the case.

Indeed, recent and minor disturbances at culture and anarchy comp. down the road yielded not only the usual fleet of police vehicles (two squad cars and four black Marias), but none other than your friendly police helicopter "camera-ship" fussing about overhead as well. We have taken the surveillance of pupils to extraordinary ends.

Keeping kids in order – in the right place, at the right time, and, generally, seated – seems always to have been an essential element of training for adult life in the industrialized bureaucratic world. There are those who argue that, above all other purposes, the function of schools is the achievement of order and discipline. Learning takes second place. They could be right.

Would subscribers to the

TIMES EDUCATIONAL SUPPLEMENT

In future please direct all correspondence and enquiries to:

TIMES NEWSPAPERS LIMITED
Supplements Subscription Manager
Oakfield House
35 Perrymount Road
Haywards Heath
West Sussex RH16 3DH

Perpetuating outmoded values?

Ruth Barnett

I have no doubt that there is some excellent work being done in many secondary schools in child care courses. CSE boards have offered an examination in this area for many years. Oxford University has just developed a GCE O level in Child Care and Development, to be examined for the first time in 1983.

Yet by their very existence as option subjects, these courses may be holding up urgently needed progress in education for parenthood and family life for all pupils on an equal basis.

Child care has extremely low currency value at present. It is regarded by most people as an excellent thing for the low-ability girls, who are reluctant to be in school and are very much harder to interest in most other subjects. Anyone capable of doing anything else is "guided" away from child care, and their interest in it devalued with "You are capable of aiming much higher".

Therefore child care courses tend to perpetuate outmoded values: care of the home and children is low-grade work fit only for women and the least able at that; the more able can get the less able to do it for them while they concentrate on more worthwhile work. The course may thus help to debase just those principles the importance of which they attempt to teach.

In my own child care course I find it somewhat unconvincing if not hypocritical to emphasize the value and importance of parenting, when all the boys and the more able girls are busy somewhere else learning other "more important" things.

The increase in unwanted pregnancies, especially in girls under 16, child abuse, marital breakdown, the rising divorce rate and one-parent families are all causing concern. O level English language syllabuses are being found wanting in preparing and assessing students for further study or employment.

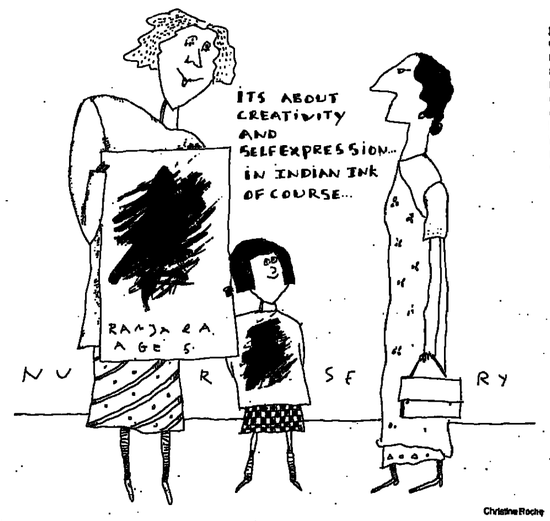
Yet the curriculum is still firmly geared to the "work ethic": children must be educated to be workers – even though a growing number will face many years of unemployment.

It is abundantly clear that most people in future will spend a considerably smaller proportion of their lives in paid employment than is the current norm. They will need skills for a very different life. An exciting range of life-style possibilities now confront the adolescent.

Joint parenting is at least becoming a real possibility for the majority. Basic skills for living rather than working are needed in the curriculum. An understanding of child development and human relationships should take its place in the "core", alongside literacy and numeracy skills designed to initiate the student into understanding and controlling the "electronic environment".

Ruth Barnett is deputy head, Reynolds High School, Ealing.

features



Christine Roche

The way to involvement

Barbara Tizard, Jo Mortimore and Bebb Burchell look at how parents can most fruitfully be involved in nursery and infant schools

Organizing activities by no means guarantees that parents will take part. Most projects which have involved parents, such as the EPA project, give very limited information about the proportion of parents involved, and the extent of their involvement. In our project we kept detailed records of parental "take-up"; this varied greatly from school to school, but increased in all schools over the two-year period.

Some interventions, such as giving out class prospectuses, called for nothing more active from the parents than to receive and perhaps read a piece of paper. Others, which we called "activities", involved a definite commitment of time and energy. In one school, for example, the parents could in one term have used the class library, attended an evening meeting, helped in the classroom, taken part in a parents' coffee morning, and helped to take children on an outing.

Few parents took up all these invitations, but in the first year between 30 per cent and 68 per cent of mothers in each school had been involved in more than half of the activities arranged; in the second year the proportion varied between 50 per cent and 94 per cent.

Every mother had been involved in at least one activity, except in the multiracial unit G, where nearly half were not involved at all during the first year, but only three mothers were not involved in the second year; and in the "Asian" School, F, where several mothers were not involved at all. The proportion of fathers involved was a good deal smaller, and with the exception of two or three fathers in each class, their involvement was mainly confined to attending evening meetings.

The best patronized activities were the libraries, used by virtually all the parents in the indigenous schools, and the parents' meetings – between 66 per cent and 94 per cent of mothers attended at least one a year, and about half the fathers did so. Before the project, parents' meetings had been abandoned by several of the schools because of poor attendance.

The high attendance during the project seems due to a number of factors – some schools repeated meetings, so that parents could attend either during the day or in the evening; some provided crèches; all meetings covered round topics of immediate interest to parents; and all were extensively publicized.

The proportion of mothers who had helped at least once in the nursery varied from 75 per cent in the most middle class unit, D, through 33 per cent in most of the others, to only one mother in the multiracial unit, G. In most classes one or two fathers also helped. Forty per cent of the mothers in unit D helped regularly, on a rota basis, but this was true of only a few mothers in the other classes.

Our project demonstrated that given extra resources almost all mothers and about 50 per cent of fathers can be drawn into one aspect or another of a nursery parent involvement programme, provided that staff are prepared to visit some parents at home, and provided that when necessary a bilingual relative or friend is available to act as interpreter.

At the end of the second year, we issued a questionnaire about the activities which had been organized in each school. For each activity, we asked parents to tick any statements they agreed with in a list of favourable and unfavourable comments, and to add further comments if they wished. The proportion of parents who, after reminders, returned the questionnaire varied from 82 per cent in the most middle class school to only 20 per cent in the multiracial school.

For many parents, filling up researchers' questionnaires is a low-priority occupation; interviewing parents in their homes is a much better, although expensive, way of eliciting their views. The comments reported probably represent the views of the most interested parents; reservations and criticisms, therefore, are of particular interest.

Many favourable, and very few unfavourable comments, were made about most of the activities. There were two exceptions, helping in the class, and toy libraries, both of which received a substantial number of unfavourable complaints.

The most frequently occurring complaint about helping in the class related to a feeling of uncertainty. "I didn't know what to do when the children quarrelled." "I would have liked a definite job to do." "I didn't feel as if I was doing anything useful." Most of the favourable comments referred to the mothers' pleasure in watching their own and other children in a school setting. In one school, where the teacher only called in parents when she was short-handed, most comments were favourable, and these mothers made it clear that what they enjoyed was the responsibility. "I had a feeling of achievement." "I enjoyed being treated as an equal by the staff."

In the questionnaire we asked parents whether they thought that enough had been done to involve them in their children's education. Despite the extensive programme of activities, nearly a half of the parents who answered said no. The three most frequent types of comment added centred on information about how children were getting on, how to help them at home, and what the teachers' methods were. "Show us the teaching methods, so we can continue them at home," was a typical comment.

Of those parents who answered yes, much the most frequent comment was that a very good job had already been done. In every class a few parents suggested that parent involvement had gone rather too far: "Any more would be overpowering." "Personally, I seem to have been involved quite enough."

In answer to a query about whether they would welcome more advice of any kind, the great majority of parents in all the units said that they would. The exceptions were "Asian" unit F and unit A, which had the most "social priority" families. The kind of advice most often sought concerned helping children with their education at home, but there were also a considerable demand for suggestions for holiday and weekend activities. Advice about behaviour problems and health was wanted much less often, many parents considering that the staff were not qualified to give it.

Although parental involvement in the three non-indigenous schools increased during the project, most activities were less well patronized than those in the indigenous schools, and some were an exception, being (Parents' evenings were an exception, being very well attended when video recordings of the nursery class were shown.) Toy libraries set up in two of the schools were closed down by the staff because of loss and damage, and one book library was closed for the same reason.

The situation in each school was different; in the "Asian" units lack of a common language was a serious problem, and in all three units a third of the mothers worked full time. The staff in these units often became discouraged. "There's a general lack of understanding and interest. Sometimes I feel the parents totally lack interest, at other times I think they just haven't got the time."

In the multiracial school, G, because of the poor response of many of the parents to most of the activities offered, a research officer paid an extra visit to the mothers in their homes, to try to get a better understanding of their attitudes to education. It became clear that, despite their reluctance to visit the school, most of the mothers were very concerned about their children's education.

Three-quarters of the mothers visited were not born in the UK, and English was often not their first language. Despite this, most of these mothers made a point of speaking English to their children, even though their grasp of the language was not always adequate, in the belief that this would be of benefit. This issue had not been discussed between the parents and the school staff.

Almost all the mothers felt that it was very important that their children got good educational qualifications. Half named professional occupations they would like their children to enter – medicine, accountancy, teaching, for instance – and all said that they thought they had good chances of doing so. When we asked them (without offering any suggestions) if they could spend more money on their children, how they would spend it, the most frequent answer was that they would like to send their child to a private school, or, to a private tutor.

This visit led to the "book project", in which each of the mothers approached wrote and illustrated a book for the class library. It was certainly not the case that the parents were not interested in their children's education. Many factors probably contributed to their reluctance to spend time in the school, or to take up the facilities offered them.

Half the mothers were working; two thirds had grown up in a very different culture, with a very different educational system. They viewed toys as a way of keeping children amused, rather than as a way of helping them to develop. Books tended to be given to children to look at on their own, or used to teach the alphabet. The parents expected to leave the child at the school door to be taught by the teacher, and the notion of lingering in the classroom was very unfamiliar to them. They were also puzzled that the children were not taught to read and write.

With hindsight, it seemed to us that there were two very different approaches which might have engendered enthusiasm in the class. Many of the parents were very concerned that their children should learn good English. Yet the nursery teacher seemed relatively unconcerned about the linguistic background of the children, and paid neither more nor less attention to language teaching than if she had been teaching an indigenous class. If she had put more emphasis in her work on English as a second language, kept records of the children's progress, discussed them with the parents, and suggested ways in which the parents could best help the children to improve their English, she would probably have met with a warmer response.

An alternative (or additional) approach would have been to attempt to capitalize on the cultural diversity in the class, by encouraging the parents to contribute from their own culture in ways which might have led to the development of friendships between parents and a more positive attitude to the school.

It is quite possible, for example, that the parents could have been involved in making costumes, preparing food and showing the school how to celebrate the carnivals or festivals which were important to their families. If these activities resulted in closer personal relationships, the teacher might then have found it easier to discuss educational issues with the parents.

It is not likely, though, that parental contributions without such discussions would have solved the problem of differing staff and parent attitudes to education. In the "Asian" schools, the parents *did* make a cultural contribution, but continued to find the nursery school puzzling. The cultural differences between staff and parents were very great.

For example, implicit in the teachers' approach to nursery education were the beliefs that a certain amount of dirtiness and disorder is desirable or at least acceptable in children; that imagination, creativity, and self-initiation are important goals; and that reading for pleasure is self-evidently desirable.

But parents who put a high value on hard work, cleanliness, obedience, and the acquisition of skills will not warm to the sight of their children splashing in the water tray, or feel enthusiastic about his "creations" – which look to them like scribbles, or daubs of paint. They would prefer to see him "settling down concentrating", or producing a line of carefully traced writing. Parents who don't themselves read for pleasure, however much they value reading for other purposes (for instance as a key to higher education), are not likely to approach children's books in the same spirit as those who are book lovers.

For these reasons, it seemed to us unlikely that a sari in the dressing-up corner or Indian sweets at milk time would make nursery education either comprehensible or acceptable to the Asian parents. If the parents' priorities are for the children to learn to speak good English, to read and writing, and to sit still when told to do so, they may not be too concerned about whether the play materials provided are of Asian or English origin.

Barbara Tizard is Director of the Thomas Coram Research Unit, University of London; Jo Mortimore is a freelance research worker.

Bebb Burchell is an educational liaison officer with the ILEA.

This article is an extract from Involving Parents in Nursery and Infant Schools: A Source Book for Teachers, *published next Monday by Grant McIntyre (£11.85; paperback £5.95).*

Peace for next time?

Next week, Atlantic College in Wales is playing host for a major conference on peace education. Here Hilary Wilce reports on the college's pioneering work in this and other fields, and Daniel McQuade describes a project aimed at changing children's attitudes to violence in Northern Ireland

Very contrived

On the evening of May 19 a woman jumped to her death from the cliffs of the South Glamorgan coast. The local inshore lifeboat and cliff rescue units were called out for the dismal work of recovering the body.

Nothing very unusual in that – except that in this case the units were manned by pupils from the nearby Atlantic College; that these students are drawn from more than 60 countries; and that on the morning after the call-out many of the rescuers were back behind their desks, taking pre-university exams quite different from those taken by most other sixth formers.

Atlantic College has always been different, way out at the forefront of educational idealism and innovation. It was Britain's first sixth-form college, founded in 1962, to offer international college which would offer students from all over the world the chance to combine academic studies with active community service. In 1971 it became the first school in the world to abandon national examinations in favour of the then very new and untried International Baccalaureate exams.

Cynics can and do say that such things are made easier if you are also at the forefront of attracting funds and attention. The college has always had friends in the highest places – its patron is the Queen – and plaques studded around its beautiful cliff-top campus bear witness to generous gifts. There has been resentment within the state system over the recent government grant of £100,000 to the Mountbatten Trust, for scholarships to the college. Meanwhile a constant stream of visitors beats a path to its medieval castle door, to see its much-publicised educational ideals being put into practice.

But the attention is well deserved. This pilot project in international schooling has more than proved itself, and is now being copied in a growing number of places. Today there are 350 students and 38 teaching staff. The college – properly titled the United World College of the Atlantic – has sister schools in Canada and Singapore, and more are planned in Italy and Venezuela. The president of the International council is Prince Charles.

National committees around the world offer scholarships to candidates chosen for their high academic ability and their ability to fit into a demanding international community. The colleges say no one should be excluded on financial grounds, but inevitably many students from developing countries come from wealthy and sophisticated families. Fees at Atlantic College are almost £4,000 a year, and a great deal of money needs constantly to be raised from government, industry and individuals.

Students go to the college for two years. They spend a long morning working in classrooms and labs, and give over their afternoons and evenings to service activities and other interests they are expected to pursue. Each student's complicated mix of studies and activities is timetabled by computer.

To ease travelling costs, the college has two long terms only, each broken by a period of project work. Students say the pace can be exhausting, and that there is little opportunity to be by themselves.

They live four to a dormitory, with nationalities completely mixed up. Although many students arrive speaking only school English, language as a problem quickly fades. Friendships and romances cut across national divisions. "This place certainly breaks down your prejudices about what people are like," says a British student. "The shy Japanese and all that... It's a load of rubbish."

Twenty per cent of students are British and there are quite a few West Germans, but the rest come from just about everywhere. The college takes black and white South Africans, Israelis and Palestinians, Catholic and Protestant Irish. It has had students from Russia and China.

Tensions certainly exist and are aired.

Above and right: the politics of childhood, Belfast 1981

Rex Features

The college's American-style yearbook chides one African student for his relentless liberation politics: "When were you NEVER SERIOUS Alfred or sorry Ngaalah?... Try not to be such a perfectionist. Sometimes your economics would have drained Mr Schweitzer dry!"

Some students dub United World Colleges, United Western Colleges, saying that those who come from Asia and Latin America tend to be western in outlook, and that debates on such subject as inter-dormitory visits are conducted entirely from this point of view, without regard for the less "liberated" ideas of other cultures. "It's only really the Africans who stand up against it. It's they who make it a world college," says one western student.

When Atlantic College was founded it was this internationalism which caught the public eye. But its later wholehearted leap into the International Baccalaureate has been in many ways more radical. Although the IB is accepted by universities around the world, there are still only three places in Britain that offer IB exams alone. Universities interviewing Atlantic College students have to dust off unused folders to remind themselves what the diploma is all about.

Students take three main subjects and three subsidiary ones. They must take their own language, another language, maths, a science and a humanity. They must also study the theory of knowledge, take part in some aesthetic or service activity, and write an extended essay.

The college's director of studies, Colin Jenkins, enthused about the system's flexibility and broad base. "I, and I think other members of staff, would feel a desperate unhappiness if the IB were to close down."

The diploma offers schools the chance to develop their own syllabus, and it is about this that he is most enthusiastic. Atlantic College has pioneered what is now an approved marine sciences course, which embraces everything from basic scientific principles to complex legal situations. "At the end of it a student should be able to understand exactly why Peter Walker is in trouble at the EEC – all the way back to the breeding pattern of the blooming herring," Colin Jenkins says.

Peace studies is another pioneer area. Next week teachers from Britain and abroad will converge on the college for a conference based on a three-year curriculum development project funded by the Leverhulme Trust. Students examine human behaviour patterns, look at sex and age conflicts, and at international problem areas. Those taking the course tend to lapse into talk of "no-conflict situations", but beyond this show an impressive ability to marshal arguments and handle different kinds of information.

They say the course has taught them to approach newspapers and television more critically, to know there are often no answers, that there can be valid viewpoints other than their own. The course is idealistic, but they say its effect has been to challenge simplistic idealism. "We're not just a bunch of peace freaks and hippies, hoping for world peace," says one second-year student.

The college runs beach, inshore lifeboat and cliff rescue units, and a marine diving and survey unit which undertakes systematic scientific monitoring. Other students work on the college estate, do local social service work, or help to run residential courses for disadvantaged youngsters.

Most seem enthusiastic about their chosen area. Each year helps to teach the next one the relevant skills, which they handle with a quiet professionalism. The rescue units are proud to have official responsibility for their stretch of coast, and that they have saved more than 100 lives since they were started.

But does the service ideal take root as a result? Staff point to the large number of students who take a year off for voluntary service before going on to university, and a German student says a lot of students choose to be doctors, to help others. A British student on a trade union scholarship says: "After someone's paid out all this money for you, you feel you have to do something to pay it back."

Atlantic College students obviously feel special. There is a strong network of old students, many of whom incorporate some international aspect to their later work as economists or lawyers or doctors. The head, David Sutcliffe, describes the environment they are immersed in for two years as "a contrived community", isolated and unusual.

Rex Features

While the college has many opportunities to experiment and develop, he is reluctant to say that other schools could profitably learn from its experiences.

Except, perhaps, that aspects of the IB could be taken up more widely. "And how many academic sixth formers do voluntary social work? Or is there just a tendency for social service to be seen simply as a good thing for the not so academically able?"

He is keen that the college's relatively new extra-mural courses should be expanded. From taking handicapped and disadvantaged youngsters for short periods, the college has now started to take in young offenders for eight weeks of schooling and outdoor activities. "It is a matter of great satisfaction to me that a number of the youngsters appear to really look on this place as home." The college is given a great deal, he feels, and should in turn give back to the community, part of its "social audit".

He is also coming to think that the college should make more of its internationalism. "In the past I used to think one shouldn't preach the international side too much. It either speaks for itself, or it doesn't. But the danger is that everyone is so busy here, having a very good life, that perhaps we are missing opportunities. Perhaps there is a case for making things more explicit."

This thinking is echoed by members of his staff, who agree that the effects of the innovatory peace studies course have done a lot to shape their thinking.

Dealing with conflict

Daniel McQuade

Since 1972, the Quaker community in New York has been attempting to reduce community conflict in the city. Their activities have largely centered on schools in the area, through the operation of a project entitled "Children's Creative Response to Conflict" (CCRC). Through the use of their own materials, the project team has had encouraging results in reducing conflict within the schools, and indeed within the community.

During the past three years some primary school teachers in Northern Ireland have been successfully using most of the materials produced by the New York Quakers. The decision to use them was taken after discussion among teachers, clergy and academics about the kind of peace education that might be most appropriate for Northern Ireland school children, especially those of primary school age. It was thought that using the CCRC materials, together with others, might help children to formulate positive personal and social values and attitudes that might be more conducive to a "peaceful" society.

A number of final year BEd student teachers and in-service BEd teachers in a Belfast college of education were given an illustrated lecture on the nature, use and evaluation of the CCRC materials. The lecture was followed by discussion of their possible use in schools in Northern Ireland.

It became clear that a trial of the suitability of the materials should be made in selected primary schools in Belfast; that the schools selected should be located in the "troubled" areas of Belfast; and that the children chosen should be approximately ten years of age (such children have lived all their lives in a violent environment).

Three schools were chosen, one in each of the most "troubled" areas of Belfast – east, west and north. These areas have been scenes of the most violent conflict in Belfast. They are also the areas of highest unemployment and poorest housing conditions. The schools, because of their location, had qualified for special educational priority resourcing and development, under a scheme initiated by the Belfast Education and Library Broad.

All three schools are relatively small in size, with a pupil intake of around 250. Two of the schools are located within the inner city zone of Belfast, while the third is situated in a predominantly working-class housing estate in the suburbs, but confronted with many or most of the facets of inner-city deprivation.

Those who volunteered to use and evaluate the materials were qualified and substantially experienced teachers in these schools. They had also read or were reading for the BEd degree of the Queen's University of Belfast as in-service undergraduates. Each of the teachers, as part fulfilment of the degree requirements, completed a dissertation exploring the nature of educational deprivation, educational priority schemes, and, in particular, the Belfast Areas of Need programme of the Belfast Education and Library Broad, with special reference to the specific needs of their own individual schools.

The teachers were also fully aware – through reading an option in sociology – of social, political and economic deprivation as a potential cause and effect of violence. Intensive instruction in the use and evaluation of the materials was given to members of the team.

The reports of these teachers after one year were favourable and encouraging. They agreed that the materials were effective in their outcome, and appropriate to the needs and interests of pupils in their classrooms. This positive response has been reinforced by similar evaluations by teachers who have used them during the two years following the initial trial. Ten teachers in various locations in Northern Ireland used the materials in their schools during 1979 and 1980. This year the number has increased to 30.

A two-day conference was held in February to enable teachers to exchange views on the materials and to gain further expertise in their use. Workshops were conducted by Joyce Davison of New York's CCRC team. It is now planned that the teachers should meet at least twice in each school year.

The team has established firm links with the Dutch/Northern Ireland Committee's Consultation Group on Peace Education. In the next school year it is hoped than an evaluation will be made of the new peace education programme, "Free to Be", of the Irish Council of Churches and the Irish Commission for Justice and Peace. It is thought that these new curriculum materials will supplement those of the CCRC.

The consultation team of the Dutch/Northern Ireland committee consists of teachers, clergy and academics from both countries who are involved in peace education work. The group meets regularly to co-ordinate, evaluate, advise on and direct various ventures, programmes and projects in peace education in Northern Ireland.

Other peace education programmes, which have formal or informal links with the group, are the Cultural Studies Project at the New University, Ulster; the peace education programme devised by Paul Rogers, former peace education fellow of the Ulster Polytechnical College; and peace education modules of professional studies courses in colleges of education.

The CCRC materials do not have a bulky cognitive content, and fit neatly into the curricular tasks of the classroom. They are directed towards the analysis, evaluation and change of values and attitudes that children have in relation to themselves, others and their community. They are not designed to eliminate conflict, but rather "to enable children to deal with it creatively over a period of time and to direct it into constructive channels".

Teachers who have used the materials stress the need for their use throughout the school year. They warn others not to expect an immediate "pay off" for children in terms of internalized values. Furthermore, the effective use of the materials is largely dependent upon the extent of the teacher's commitment to the aims of the programme, and his or her willingness to personally internalize the values inherent in it.

One teacher puts it thus: "The programme's effectiveness or potential cannot be fully exploited in a classroom where the teacher remains aloof from the children, in the sense of believing in a set of values separate from the pupils."

The aims, values, attitudes and norms of behaviour that peace education programmes seek to achieve are very similar. In the case of the CCRC project the materials seek, through the clarification of each pupil's personal values, and through the development of positive responses to the dynamics of conflict resolution and co-operative communal living, the development within the pupils of a keen personal and social awareness.

A number of teachers using the CCRC materials have commented on the fact that although the children in their classrooms have lived through 11 years of extreme violence in Northern Ireland, none of them apparently showed any indications of being severely affected by it psychologically, by displaying traits of excessive aggression in the classroom or school.

Finally, although the CCRC project has a set of well-defined aims and objectives, the future development of peace education in Northern Ireland will undoubtedly be guided and directed by the comprehensive statement of aims formulated by the Irish Council of Churches and the Irish Commission for Justice and Peaces's programme of peace education. These are to help the children:

- In the development of their self-awareness and self-respect.
- appreciate their ability to act and to choose, and to encourage an awareness of their responsibility for their actions and their choices.
- in the development of their awareness of other people, and to encourage an appreciation of how and why people differ.
- appreciate their dependence on others and the inter-dependence of all peoples.
- in recognizing, responding to and dealing with conflict situations.
- towards an understanding of the different attitudes to peace in society, especially through consideration of human relationships.
- explore the various dimensions of the concept of peace.
- consider the approaches to peace by various individuals and groups.
- towards the development of a concept of justice.

Daniel McQuade teaches at St Joseph's College of Education, Belfast.

The potency of cheap music

. . . to close the generation gap. Barry Cole, poet and novelist, writes the words. His daughter Becky, a student at St Martins, draws the pictures

■ It is generally acknowledged, thanks to numerous theses, that a major part of the "generation gap" has recently disappeared.

The term "pop music" was barely known to my parents (born, respectively, in 1906 and 1914), whose sheet music suggested a passing liking for Bing Crosby, Al Jolson, George Formby, the Ink Spots and Glenn Miller among others.

When, in the early 1950s, I tuned to Radio Luxembourg or AFN (American Forces Network) I was told to desist – even though the performers I admired at the time were what now seem almost contemporaries of theirs: Guy Mitchell, Jo Stafford, Johnny Ray (*Cry*, 1951, my father found risible, though I recall his being impressed by the B-side which said something wet about a "little white cloud that cried"). Lovely.

But out of this clash one my lifelong love of pop music, an art form my parents not only refused to acknowledge but, at times equivocally, denied existed (accepting, for example, *Tulips from Amsterdam*, *I Love to Go A Wanderlug* and *In a Golden Coach* as exceptions).

Difficult now, perhaps, to understand how a difference in appreciation of so minor an art could case a "generation gap". But at the time it was not only aural but almost palpable (which of course it was, with the kitchen window open). The gap extended as we agreed to differ. There were compromises. Somehow, out of his £8 a week, my father managed to supply me with a radio of my own on which, however, Radio Luxembourg's reception was similar to that of the cat's whisker he may once have listened to.

Things changed in 1953 when, having left school (at 15) and found a job, I was told, arriving home with an innocuous Les Paul and Mary Ford ditty, (*Vaya Con Dios*) and a less innocuous, perhaps, but in those days more alien Hank Williams number (*Cold Cold Heart*?).

Things (a great word with which to bash one's parents) got worse with the revival of traditional jazz in the mid-1950s and its accompanying lifestyle. My short-suffering parents accepted my embracing of this early post-war underground and its "art student" and "bohemian" attitudes with as much delight as similar parents recently took to their children's delight in the punk music and manners of the late 1970s. It is still worth pointing out that our dress, then, upset as much as our successors' does now. Old persons forget.

Salvation was, they assumed, at hand, with the advent of National Service call-up. This was in 1955. "Short-back-and-sides," said my father (my hair at the time at least three inches above any collar I possessed). Puzzling, then, to arrive in HM Forces to discover that, apart from the blandish US/Anglo-pop and the seemingly rigid band of the New Orleans revival, a third world of "anti-parent" music was taking hold of those who cared to take hold of anything.

■ Back in London on Leave, everything was changing. Where we once had at most looked forward to art school dances at St Martin's, Camberwell, and the Royal College (the *Temperence Seven*; precursors of the *Bonzo Dogs* of the late 1960s, seemed to appear at most) we now had innovations on disc and film: 1955 had seen Bill Haley and *Rock Around the Clock*, the first Elvis Presley records and, a few months latr, Tommy Steele, Billy Fury, Marty Wilde, Adam Faith and others.

By 1957 I was persona non grata at home, staggering in after my parents were abed, leaving before they woke. Demobbed, fit, 20, and not yet looking for work I joined the world of the late 1950s pop scene. One part of me remained loyal to traditional jazz. At Cy Laurie's in Great Windmill Street, which I had been frequenting at least twice a week for what seemed like years, I met, was introduced to, (for such were the manners of the time) my wife; other parts to whatever caught my attention – Buddy Holly, the early Everlys, Gene Vincent, blues, Leadbelly, Big Bill Broonzy.

With the advent of rock 'n roll the gap widened, never to be closed.

■ Skiffle came originally as an interval during which bands such as Ken Colyer and Chris Barber could have a break for a drink. The appeal, again, was not so different from that of the punk bands of 1977-1979 – anyone could play, and did. A £12 acoustic guitar, banjo, tea-chest bass, washboard, perhaps a kazoo . . . and we were in business. Lonnie Donnegan (a respected Colyer banjoist) made *Rock Island Line*, the Vipers made *Don't You Rock Me Daddy O*, and they were all that we needed. In the small hours dozens of us could frequently be found swimming the murkier reaches of the Thames, nominally aiming for Eel Pie Island (later a venue for *The Who*).

I wrote home from my RAF fastness, tongue in cheek, about the local successes (one sheep, four chickens, three cockerels and a UFO) of a band called appropriately or not *King Cole and His Nutty Slackers*. My father was not amused and though we once played at the Festival Hall (still a novelty, then) we came to nothing. You should, said my father, consider your late uncle, the Church of England vicar.

Teddy Boys, rock's earliest cultural manifestation, came and have never really gone (outhouses in Wick or Bridport may still put them forward as cultural phenomena). Skiffle faded, trad declined but never left the level it thought it ought to have achieved. The London coffee bars – the *Two I's* (note the possessive), *Heaven and Hell Bunjie's*, *Gyre and Gimble*, the *Nucleus* – came and went.

■ Whether the birth of three daughters between 1959 and 1962 affected my interest in pop is hard to know. Did I *really* pay attention to *Six Five Special* and *Oh Boy*? Listen to Ronnie Carroll, Lord Rockingham's XI, the Vernon Girls, Gerry Dorsey (recently Engelbert Humperdinck), Conway Twitty and the everlasting Cliff Richard?. Did my daughters?

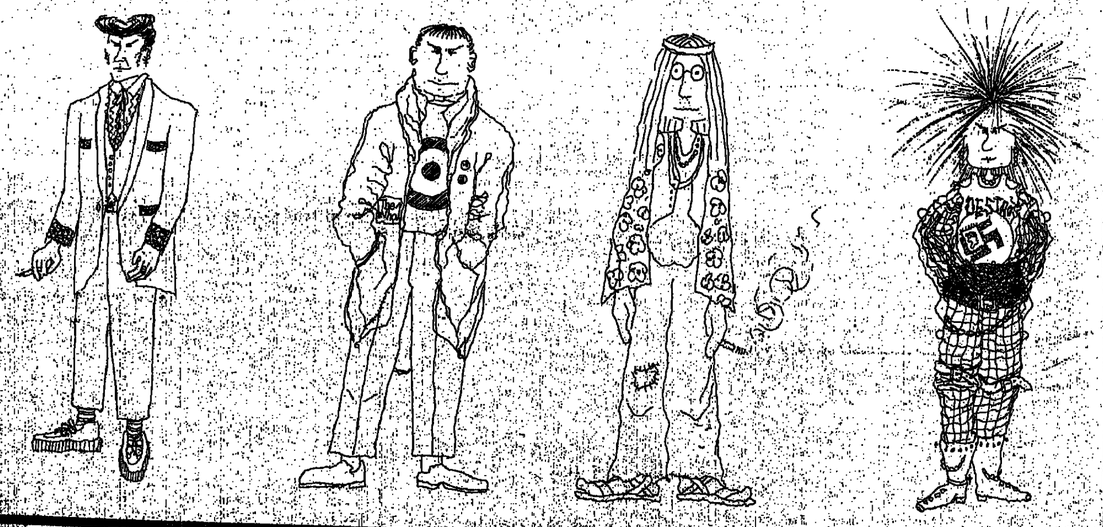
As soon as she could sit upright my second daughter Becky (c1960) rocked (back and forth) to Elvis Presley's *It's Now or Never*. She still does.

And then something odd happened and, with it, the disappearance of the "gap". So many millions of words have been written about the Beatles (the *TLS* of May 15 reviewed: around some 250,000 of these) that there is little point in saying much about the group's impact on the interested observer. Together and apart the group's members dominated not only a decade but a couple of generations. Why my children and their parents should find common ground in such music would have been beyond my mother and father's comprehension. Perhaps Blake Morrison is right: "The story of The Beatles' lives and lyrics seems to suggest that their secret was to be all things to all men. If their music gave pleasure, that was partly because people could find in it what they wanted to find, could go to it for a confirmation of their own attitudes, however contradictory these might be."

The curiosity is that this closing of the gap has not diminished in the subsequent decade. Although pop in the mid-1970s, with obvious exceptions, seemed once more to stagnate, my children and I still found more of mutual like than dislike.

And when the first of them cut and dyed her (once long) blonde hair I did no more than silently squeak. When her sisters followed complementing tonsorial metamorphoses with styles of dress a demented pre-Raphaelite model would have regarded with bemusement I adjusted, I hope, to the *Que Sera Sera* philosophy expounded better, I think, in the mid-1950s of my parents' antipathy, than by Geno Washington's version of the mid-1960s.

Perhaps, in this gap-closing, there is nothing unusual; perhaps today's children share, to some extent, their parent's musical likes and dislikes. That I prefer, say, Wreckless Eric or Kim Wilde to the Meteors or Elvis Costello matters not a note. That my parents preferred Bing Crosby or Vera Lynn to Bill Haley or Elvis Presley mattered, daft as it seems now, to the exclusion of a generation.



The weariness, the fever, and the fret

Heather Neill on BBC television's life of Keats

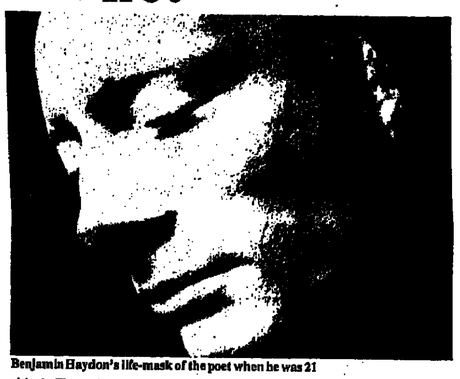
John Keats. A play in two parts by Nick McCarty.
BBC 2 June 11 and 19, 9.00 pm

Joseph Severn's portrait of Keats, less than a month before his death

Chekhov described literature as his mistress, medicine as his wife. For Keats, no such divisions were possible: trained in the hard school of early nineteenth-century surgery, forced to watch his mother and his beloved brother Tom die of consumption and then to endure the ravages of the same fatal disease himself, all by the age of 25, for him life and death, poetry and practically, romance and misery were all inextricably mixed, so that no account of his life is possible without constant recourse to his writing. Posterity is blessed in that an unusually large number of the poet's letters have survived and that Robert Gittings has been on hand to edit them and write the definitive biography.

All these circumstances combine to provide director James Ormerod, a lifelong enthusiast of Keats' poetry, and Nick McCarty with the material for two admirably bold and detailed television plays which attempt to enter the mind of the poet rather than view the Life and the Works as interdependent. It is no easy task: Keats' life was all too short, but it was packed with incident, with extremes of emotion and with significant encounters, often with the famous of the period, whose cameo appearances might well topple into caricature. And at the heart of the matter is the poetry. Television is not a natural medium for poetry: there are too many distractions from the word and the thought that engendered it. Too easily the hurly burly of well-acted experience can seem to be flattened out into sweetly controlled images, delivered in expertly modulated tones. Then the poet's own words, both poetry and prose, must be pitched against a visual background creating an aesthetic tension between the two. Here, in the first play, *Endymion*, on the Isle of Wight, this worked well. Keats' own awkwardness and the bathos of casual modern speech. It is a formidable task and Nick McCarty does well to succeed as often as he does. There are occasional slips into banality. There is a scene where the poet is celebrating Tom's birthday – his last as it turns out – with his two brothers. George mutters about "the state the country's in" and Tom says "I'll drink to that" when they hope to be together another year. And the poet's encounter with the enigmatic Isabella Jones is somewhat novelettish.

Yet so much is attempted. The tension between drama and documentary, between abstract thought and real events is turned, triumphantly, into a positive force. The plays constantly return to an image of the poet's taken from a letter of his to the writer Reynolds in which he compares "human life to a large Mansion of Many Apartments". We find Keats, at intervals, in an elegant corridor, off which rooms open. This is a place apart, outside the headlong rush of events, where action consists in thought. The events themselves are shown with a satisfying mixture of theatrical sense (which includes some quite obviously studio sets) and documentary attention to detail. Scenes in the operating theatre are properly gory, while Keats' first sight of the Elgin Marbles has a dream-like quality and his first reading of Chapman's Homer and the ensuing sonnet are bathed in an almost tangible wonder. Place is accorded much less importance than would be permissible in a straightforward documentary: it is not clear, for instance, that the poet attempted to walk to Endymion on the Isle of Wight – the distances are misjudged, and the place of his death is no more specific than "Italy". Since the concentration is on Keats as poet, his last months, when he was unable to write are hurried over. Severn emerges as little more than a prop for the deathbed scene. Even Fanny Brawne's influence and the poet's agony in his unsatisfied love for her are diminished. The writer and director have here succeeded, perhaps too well, in avoiding the trap of tearful melodrama based on a ghoulish interest in romance inhibited by convention and consumption, a disease which, for good and all loses its romantic impetus when the sufferer is not a beautiful young woman but a brother, distraught and spattered with his blood, is profoundly moving and not at all picturesque.



Benjamin Haydon's life-mask of the poet when he was 21

The chief fault of these plays – if fault it be – is that they expect so much of their audience. It would be difficult for someone who hasn't a commitment similar to that of their makers to appreciate them fully. Author and director are closer to their subject than they are to expounding him and his work to anyone else. But this is not necessarily a negative point: Keats' life was such that a competent programme – and these are more than that – has enough in the way of action and incident, love, poetry might well come later. And all credit to the BBC for devoting time and money for nearly three hours to such a subject.

There isn't much to say about Gerard Murphy except that, as far as is humanly possible, he *is* Keats and probably ought to get a BAFTA award.

Heads, hands, then hearts

Soviet Art The South Bank Show
London Weekend Television

The art of public sculpture is alive, if not particularly well, in the Soviet Union. Every local village committee it seems is asking those artists who are officially approved and appropriately unionised to provide simulacrums of the local heroes. They turn out to be permanent embodiments of mindless optimism. Or so Binia Dydalinecka's remarkable two part film of contemporary Soviet art showed us last Sunday night on the South Bank Show.

After an endless procession of identikit bridges in white surrounded by small bridal parties in the windswept plazas at the Wedding Palace, an earnest pretty blonde lady artist opened the batting for the uplifting qualities of contemporary art. She described with mind-numbing condescension how a series of murals on the history of dance that she had worked on as a student for the canteen for unskilled workers on a provincial building site had persuaded the workers to straighten their clothes and clean up a bit when taking their communal meal. Art as an inducement to genteel good manners in the middle class mode for the Russian workers was a new wheeze I hadn't thought of, I must admit.

The first part of the film examined official art and the second the alternative systems of image-making and dissident art, the irrepressible urge to individual expression and social criticism. Despite a commentary delivered with portentous solemnity and a touch of irony, the imagery of the film was more concerned to demonstrate, describe and analyse than overtly criticise. The subject is particularly apt just now. For the past 15 years or so innovative Russian art – from just before the First World War until the mid-twenties – art very much at the willing service of the new society, but brash, inventive and exciting – has been the subject of major exhibitions, intensive scholarly investigation and the tender concern of the growing art market. This Russian art – Malevich, Redchenko, Lissitzky to name a few mentioned and shown briefly in the South Bank film – is absorbing because of its quality of daring experiment, its social concern, and its tragic end when (possibly already losing impetus) it was stifled in Russia by political edict. From 1934 – and the resolution from the Artists' Congress of that year was woven into the programme – social realism was the officially approved style.

Yet just two weeks ago the most substantial public showing of this forbidden art (much of it still held in museum and private collections in Rusia) ever to be seen in Russia went on view in Moscow's Pushkin Museum in the Russian version of the Paris-Moscow exhibition held in Paris' Centre Pompidou (1979-1980).

The film was a terrifying moral fable. The dead hand of official art was paramount, and it isn't much use making claims for its popularity. There is no alternative, and in the West there are big museum queues too.

The didactic programme of the Art Academy (the first year starts drawing heads, in the second year you add hands, and by the fourth year you can progress to the depiction of two human figures in the same painting) is heartbreaking and the emphasis on technique at the expense of imagination does not seem to even provide effective technique judging by the examples on view. The artists and officials who chatted away seemed like energetic zombies.

Some lethal comments were purely visual. Here is The People's Artist Glazunov (1.5 million people went to his last exhibition: but what else did they have to go to?) whose own work seems a cross between Madame Tussaud's, the Hollywood epic and Disneyland, sitting in his warmly panelled apartment surrounded by a glittering collection/icons: wall-to-wall, floor-to-ceiling.

The official portraits, piles of them, are as neat and waxen as capitalist society's boardroom effigies in oil, all individuality ironed out. The saddest part of all, as has been shown here in exhibitions of unofficial Russian art, is that those spirited enough to challenge the system end up with systems of their own and even a kind of lifeless art because they have been starved too long of the necessary nutrients and stimulants.

The film was a little ingenuous in claiming that Russian art has always been exclusively at the service of the state. It was energised by rich, eccentric intellectuals, by individual patrons, by eager travellers, when it began to flower so brilliantly at the turn of the century. Also, the Artists' Union is hardly unique to Russia. Some such form of organisation exists in all the Eastern European countries, who however because of their different histories have produced different forms of conformity and defiance. Perhaps a film next about East Germany – and their curious homegrown idiom of contemporary art, which has been labelled social sur-realism?

Marina Vaizey

Best plays

Eyre Methuen and the BBC are continuing their excellent collaboration over the publication of radio plays. **Best Radio Plays of 1980** £6.95 incorporates the winners of this year's Giles Cooper Awards, four plays of varying lengths by William Trevor, Peter Redgrove, Martyn Read and Stewart Parker. The play by the latter – *The Kamikaze Ground Staff Reunion Diner* – was recently adapted rather unsuccessfully for television, and viewers who missed it in its original radio form will now be able to get a sense of what it was like.

Last drop of blood

To the last drop of blood.
Panorama, BBC 1.

One guerrilla group in the bush looks much like another, at least to the television viewer. Freedom fighters, wherever they are, carry guns, often Russian, spend much of their time drilling and singing revolutionary song, and mouth predictable slogans about the justice of their struggle, their preparedness to die for their cause, and the inevitability of ultimate victory. It is no criticism of the Panorama team that spent five days with a guerrilla unit outside South Africa's borders (the country was not identified) that effort was not matched by results.

It is estimated that there are now more than 4,000 black South African guerrillas under training, many of whom were schoolchildren in Soweto in 1976. Their efficiency is improving, and their sorties into South Africa becoming increasingly successful. But they are still only a minor irritation and not the major threat to the South African system that Panorama only just stopped short of saying they were. The programme would have been less unbalanced had it concentrated rather more on the significance of the rise of the black trade union movement, and the increasing realisation among blacks of their enormous economic power which, at present, they are using only tentatively.

"We are the power of this land. We can bring the country to its knees. We are the labour of this land" a defiant Winnie Mandela told the cameras, knowing that her clandestine meeting with Panorama would add to the appalling official harassment to which she is constantly subjected. Her husband, Nelson Mandela, is still considered by blacks of all generations to be their natural political leader.

The programme was at its most successful in its interviews with those who have lost their patience, and, painfully, their belief that change could be achieved pacefully. The young blacks of Soweto had never thought that anyway, but it is an indictment of successive South African governments that they have turned so many decent people to contemplation of violence and revolution as the only way left of acquiring even the most basic human rights.

Marcel Berlins

Impressions of Paris seen through the eyes of its painters

This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters.
It contrasts the City as it was, on the canvases of its artists, and as it is today, in photographs that distil its essential character.
Available free on loan to bona fide societies and organisations.
Apply to:—
TIME OFF LIMITED
2a Chester Close, London, SW1.
Tel: 01-235 8070.

arts

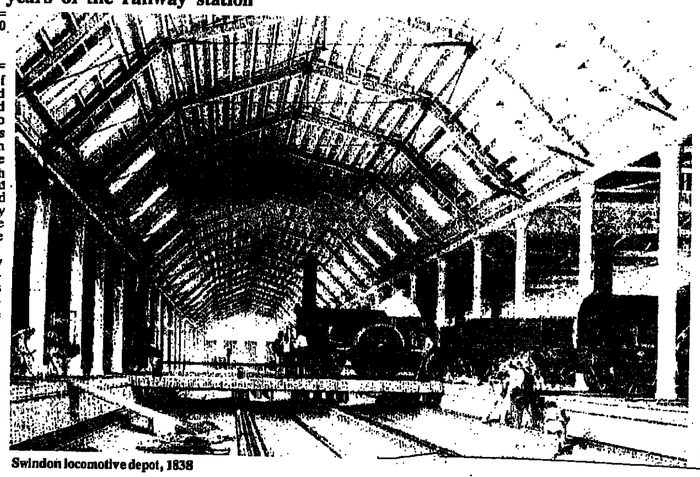
Cathedrals of a new humanity

Bernard Denvir on 150 years of the railway station

All Stations: A Journey through 150 years.
Science Museum London.

Gateways to impossible dreams of romance and adventure, frustrated symbols of international contact and understanding, monuments to national and civic pride, cathedrals dedicated to the outmoded religion of industrial progress, centres of the urban hive, pulsating daily with myriads of human beings, involved in their private worlds of parting and encounter, routine or escape, railway stations are still the most evocative and impressive sites of the age of the machine.

"Volcanos of life" were how they were described by the Russian painter Malevich; to Blaise Cendrars they were "the most beautiful churches in the world"; they seized the imagination of artists as disparate as Frith and Monet, Pissarro and Léger, Delvaux and de Chirico. They stimulated architectural fantasies as wild as anything imagined by Piranesi, and as pompously lush as the most extravagant baroque fantasies of Bernini. At their heyday in the latter half of the nineteenth century, they seemed to Theophile Gautier meeting points of nations, the centre on which all converges, the nuclei of huge starts, whose iron rays stretch out to the ends of the earth". Today they still possess a magic, an architectural interest, and a social significance denied to their modern equivalent, the airport. Who would write a novel with the title *By Gatwick Airport I sat down and wept*?



Swindon locomotive depot, 1838

The most magnificent, thoughtful and provocative celebration of the railway station, first shown in Paris at the Pompidou Centre in 1978 and subsequently visiting Lyons, Milan, Brussels, Madrid and Barcelona, has now finally reached London, where a major exhibition is to be on view at the Science Museum until September. "All Stations; a journey through 150 years" is more than an exercise in Betjemanesque nostalgia, more than a dissertation in architectural history, although it contains elements of both. It explores, with a wealth of predominantly pictorial documentation, all those many points at which railway stations impinge on human life, and analyses with imaginative rigour their past, present and future implications.

At its most depressing the history of the station could be seen as the transformation of what was originally intended as an invigorating centre of communal life, a nodal point of communication, a convivial meeting place, into a mechanized travel shop, programmed purely for the functions of consumption.

On the other hand, just as we are inclined to exaggerate the romantic sociability of the old railway station, our imaginations fed on the imagery of *Murder on the Orient Express* and *The Madonna of the Sleeping Cars*, so we tend to underplay its current relevance. A microcosm of industrial society, the railway station has always been strictly compartmentalized, its users herded into their respective waiting rooms, each knowing his particular role. Crowd control has always been one of its primary and essential disciplines, and it maintains its own legal system, its own police force. Its officials always have been, and even today, still are dressed in military-style uniforms, with graduations of rank clearly indicated, and they can display an attitude which often consists of varying combinations of the obsequious and the peremptory. In certain countries station-masters even had the right to carry a sabre. Amongst the many exhibits which underline this theme is a photograph of the staff at Stockholm South station in 1900, arranged in a tight pyramidical order; the station master in front, the porters in the far distance. On stations themselves minatory notices are posted everywhere; threats of fines abound; a heavy-handed paternalism exudes from the byelaws.

An essential element in an age of mass conscription, the station's discipline was invaluable in times of war. In France and Germany stations were nerve centres for the distribution of troops – the Gare de l'Est in Paris was even awarded the Legion of Honour – as if it were a living hero. Stations were allocated specific roles – for the evacuation of the wounded, for men on leave, for mobilization. Converted by the Second World War into primary objectives for the attention of the bomber, they also became centres of resistance to occupying forces: railway workers always tending to be amongst the most radical of the urban working class, and there are few railway stations in Europe which do not possess some monument to those of its staff who died for some cause, the validity of which depends on the nationality of the viewer.

At the same time stations, with their great monumental facades, their ponderous dominance of the surrounding environment, were often, probably unconsciously, designed to bolster up the political dominance of a system or a class. Hitler, Mussolini and the Soviets all created stations of grandiose proportions, which are still amongst the most extraordinary architectural achievements of their age. Victoria Station in Bombay, the largest edifice in Asia built by Europeans, remains an indelible reminder of the British presence in India, long after the Raj has gone.

But despite the role which stations have played in the imposition of a belief or the consolidation of a political or social system, they are, like the Baths of Caracalla, or the cathedrals of the middle ages, too are also connected with the sociability dimension. Inextricably woven into the life-pattern of commuters, homes for the drop-out, market places for the dispensers and consumers of drugs, sleeping places for touring adolescents, centres of alcoholic convivility for the provincial sports fans, stations, as this exhibition so clearly shows, provide an often improbably magnificent setting for the high-lights of existence. To millions of people the railway station is where some of the most important events in their lives have been dramatized – leaving home, loping up, going on honeymoon, being deported, going to university. Even death itself, as the picture of Cemetery Station specially constructed for the London Necropolis Company in 1850 shows, had its own preterminus.

Merce Cunningham dance company

Silent languages

How much non-verbal education do British schools really provide for their students? The question is prompted by the variety of dance in London this last fortnight. Classical ballet has had three images: Sadler's Wells Royal Ballet at Covent Garden, now at the Big Top, Jesus Green, Cambridge until July 4; the Stuttgart Ballet at the Coliseum; followed by the Festival Ballet's *Giselle* now opening the annual Nureyev Season. Modern dance has Merce Cunningham at Sadler's Wells Theatre until June 20, David Gordon and the Pick Up Company at Riverside Studios, and a short season of choreographic exercises at the Place by students of the London School of Contemporary Dance. This was a non-vintage year for their choreography, but it illustrated clearly the problems students face coming to terms with changes transforming modern dance as much as classical ballet.

The most successful works of the Stuttgart season, for example, were two by the Czech Jiri Killian, and one by the American Glen Tetley. Both choreographers have successfully grafted modern dance onto a base of classical ballet to create a highly personal dance language. Killian's *Sinfonia* and *Return to the Strange Land*, to music by Britten and Janáček respectively, are lyrical pieces in which Killian, endlessly creates holds and lifts, body fusions, steps, runs and leaps seeming to rest upon the music. He uses stage space like a canvas to contain his moving images. The result is a visual communication of emotion which remains in the mind's eye. Tetley's *Rite of Spring*, on the other hand, eliminates space with busy bodies reacting to Stravinsky's superb score. In this version a chosen man is substituted for the chosen maiden giving Richard Cragun a role of which he made the most. Apart from these works the season was only a mixed success marred by the inept standards from the Coliseum's stage technicians and serious artistic misjudgements in programme building. What survived was the dance quality of a proudly classical company.

Similarly classical in his spare restraint is Cunningham, bringing this year a range of work from 1976 (*Torse* I and II using the five basic positions of the torso in Cunningham's dance language), to *Channels/Inserts* created this January to David Tudor's *Phonemes*, as near perfect a statement as one could see of dance movement stripped of emotional connotation. His is a world of contrasts between speed and static silence; strength and weakness, bodies in movement then single limbs; weight and lightness; ideas transmitted through young, rather anonymous but superbly professional dancers.

Not so David Gordon and his Pick Up characters. For him words are as significant as movement. Words tell a story, create a situation. As they talk his six dancer/mimes crawl, climb, stumble, lean and roll in movements mostly unrelated to the words. This contrast is Gordon's style and humour, the nature of his exploration. Like Cunningham, however he also failed to attract an audience. Hence my question. Does not non-verbal communication like dance require a non-verbal understanding born of non-verbal studies which most schools ignore? Twyla Tharp, at Sadler's Wells until July 4, will raise the same question.

Peter Brinson

Lunatics, lovers, poets

Waiting for Godot by Samuel Beckett at The Manchester Royal Exchange Theatre at The Round House.
Having a Ball! by Alan Bleasdale, The Lyric Theatre, Hammersmith.
Hamlet at the Theatre Royal, Stratford East
Lunatic and Lover by Michael Meyer. The Bristol Express Theatre Company at Theatrespace.

The heady excitement of the first production of a classic play can, perhaps, never be recaptured. When Godot transferred from the Arts Theatre to the Criterion in 1955 the controversy surrounding it continued unabated. The performance I saw was punctuated by rude interruptions and angry outbursts from some of the audience who stomped noisily down the stalls to the stage, shook their fists at the actors, shouted angrily ("rubbish", "insulting" "give us our money back") and left with the exit doors crashing behind them. Their outrage served only to concentrate our attention; the ambiguities and silences of Peter Hall's production held us spellbound.

Braham Murray's production doesn't quite do that; neither does it provoke such fierce reactions. How could it? Godot is now a classic, the subject of schools' examinations. What was shocking now seems tame; a comment that had to be made of the recent South African production at The Old Vic. How to avoid "the sweeping ineffectiveness of a classic" (Frisch's description of Brecht)? Murray goes to the circus, Beckett's own source of inspiration, and brings on the clowns. Max Wall's Vladimir is a seedy Augusta whose gormless partner (Trevor Peacock) sprays him with chewed carrot, sides with Pozzo against him and drives him out of the ring with the laughter that causes bladder trouble.

Going for laughs Murray misses the aching void at the heart of the play; Wall develops into a Raoult clown of tragic dimension. They don't match up.

There is a mismatch, too, in *Having a Ball!* from the Oldham Coliseum. Alan Bleasdale's jokey larks about the anxieties of men awaiting vasectomies spark off uproarious laughter. Alan Dossor's direction highlights the comedy, playing on the audiences' shared experience of shame and embarrassment, and Philip Donaghy's energy as Lenny keeps the fun going. But Bleasdale has more serious matters in hand: cosmetic versus "real" surgery, the right to abortion – above all, the nuclear threat.

As for Lindsay Anderson's dead production of *Hamlet* in its entirety, the tyranny of the examination syllabus pursues us out of school, and audiences must now sit through Shakespeare uncut as though the Warwickshire genius never nodded. Can Bardolatry go further? *Hamlet* is a long play to sustain; one that used to be reserved to actors aspiring to genius in their art. It raises many questions, even when taken at word-face value, directed without apparent bias and spoken with studied balance. Anderson's apparent decision to let the text speak for itself, as if that were the play, is an abdication of artistic responsibility. It does no service to Shakespeare; the actors nor the audience. Contrariwise, *Lunatic and Lover*, a documentary play about Strindberg, serves him well. It is short, absorbing, exciting, and now on tour.

John James

books

Through the kaleidoscope

Michael Wade on South African literature

Mind Your Colour: the "Coloured" Stereotype in South African Literature. By V.A. February.
Routledge and Kegan Paul £10.50.
0 7103 0002 6.

Mind Your Colour reminds me of one of those kaleidoscope toys made of a brightly coloured cardboard cylinder. Each time you shake it and look through the eyehole at one end you see a different pattern of brightly coloured bits of paper on round screen at the other. Vernie February presents a bewildering array of intellectual positions in under 200 pages. Just when the reader thinks he's nailed his man as a left wing revisionist in the Non-European Unity Movement with Levi-Strausslan leanings, another turn of the page, another shake of the cylinder and the pattern rearranges itself into a rich vein of crypto-conservative romantic nostalgia.

Still, we had a lot of fun with those childhood toys, and February's book is full of interesting things. He analyses the "coloured" stereotypes in South African literature in Afrikaans and English, by whites and non-whites; he is strong and clear on the necessity for the Afrikaner of presenting the "coloured" as an endearing, self-destructive clown, a sort of magistrate's court jester, but he fails to read the puzzle of the white English-language writer's angst on the subject, and is surprisingly severe with Andre Brink for condemning his "coloured" hero to the gallows in *Looking on Darkness*.

He also examines the controversial career of Adam Small, elitist poet and philosopher who began as an Uncle Tom, expressing one element of the intolerable inner division suffered by the "coloured" community in South Africa – the desire to be accepted as whites by the dominant Afrikaner whites. In a generous and perceptive analysis, February shows how Small was radicalised by the events of the sixties and seventies, and comes out cautiously in support of his use of "coloured" patois as a language medium for his verse. The use of creole languages is always strongly and irrationally resisted (at given stages of any liberation struggle) by political and cultural elites within the oppressed group. One recalls the anger of the Nigerian literary elite of the 1950s at the success of Amos Tutuola in obtaining metropolitan recognition.

February uses a cross-cultural test by comparing the "coloured" image in South African writing with the presentation of mixed breed characters in the literature of the Dutch East Indies in the colonial period; he floats anthropological straws, drawing heavily on Joseph Campbell; he quotes Lenin, Melville Herskovits, and Wilson Harris, and uses H.P. Africa's unpublished thesis to provide a linguistics-based angle on his subject. He has an appendix on Doctor Abdurahman, the African peoples Organisation and the Teachers League of South Africa, another on race classification laws, and yet another on Thomas Pringle, in which he bares the broad romantic vein that runs through the whole book.

He misses, however, a scene crucial to his theme from one of the most important novels he deals with. In *Mine Boy*, Peter Abrahams' black countryman hero, Xuma, comes to town and is soon running away from the police. In his flight, he encounters one "coloured" man who tries to impede him, then a second who, to his surprise, helps him to escape. For years this served as a precise symboic summation of the "coloured" issue in the eyes of the blacks as a group, and especially those involved in the politics of protest and liberation. Abrahams' novel is not, as February calls it, a "Jim-comes-to-Joburg" novel, nor an earlier forerunner of *Cry the Beloved Country*. It is a unique South African literary attempt to show that urbanisation and industrialisation lead to the proletarian revolution, rather than inevitable moral collapse.

February's book has the faults of the better kind of literary-cultural doctoral thesis. It reflects an entirely genuine psychological need to communicate widely something the writer knows all too intimately and painfully; it conscientiously seeks a common language to express the pain to those who have not experienced it. The book lacks focus, and the quality of analysis is pretty uneven. But it is sometimes very good. And the extension of the problem to other creole cultures is sensible and overdue.

One minor cavil: February calls the present writer "the South African critic". The South African authorities relieved me of the first part of that tag many years ago.

Just Joe

Ideas and Intervention: Social Theory for Practice. By Joe Bailey.
Routledge and Kegan Paul £7.50 and £3.75.

For his theme Joe Bailey really should have used his full forename. Just "Joe" somehow gives the impression of a baggy trousered, half-shaven, early middle-aged, down trodden "do gooder" – a fellow who over a couple of pints can occasionally be induced to casually reflect on the life he's led helping humanity in some modest, behind-the-scenes capacity. In fact the Hard and Paper Back Joe we're presented with here is a real disciplinarian.

Let it be said, Mr Bailey, "Prof" Bailey, Joseph von Bailey or even "Old Bailey" is actually out to "do good". He's got a message. Unfortunately there's an odds on chance that most of his readers will feel they're in that classic movie scene where some mortally wounded old cove tries to splutter out the secret ("The treasure is in the . . . in the . . . !) but can never quite make it.

No doubt there's gold in them there pages for those who don't mind digging – and digging. For adventurous prospectors who enjoy the challenge of no laughs on the dead language trail, here's a brief guide (freely translated) to the Bailey terrains: somehow sociology as a body of knowledge has been the victim of a gigantic gang-bang by politicized paranoics, schizophrenic world improvers and the cheap peddlers of polytechnic platitudes. Having lost its virginity and spawned a multitude of curious and creative infants, how can such a cross-appraised discipline begin to offer practical aid?

Bailey undoubtedly has the answer somewhere in his book and the only worry is that those readers who actually discover it will somehow forget it before they can get back to tell the rest of us. Such awful things do happen.

Geoffrey Parkinson

Calling all publishers . . .

Entries are now being judged for this year's TES Information Book Awards. One Award will be for a book for children up to the age of nine, the other for a book for those aged between ten and sixteen. To be eligible, books must have originated either in Great Britain or in the Commonwealth between September 1, 1980 and August 31, 1981. The closing date for entries is August 31, 1981.

The judges for the Junior Award will be Ralph Lavender, County Inspector for Primary Education for Essex and author of a practical guide for teachers on traditional stories; Marion Glastonbury, who is a regular contributor to educational and literary journals, and is currently collaborating on a study of international toys and games for UNESCO; Henry Pluckrose, Headmaster of Prior Weston Primary School and author of many educational books; together with The Editor of *The Times Educational Supplement*.

The judges for the Senior Award will be Valerie Alderson, a leading reviewer and former editor of *Children's Book Review*; Edward Blishen, the well-known writer and novelist; Gerald Haigh, Headmaster of Henry Bellairs Middle School, Bedworth, Warwickshire, and the author of many children's books; together with The Editor of *The Times Educational Supplement*.

Prizes of £150 will be awarded to the authors of the two selected books, and the judges reserve the right to make a further award of £150 to the illustrator in each case.

It is important that publishers should specify whether their books are submitted for the Junior or the Senior category. There is no limit on the number of entries which publishers may submit. No proof copies can be considered.

***Three* copies of all entries should be sent to:**

The Literary Editor,
c/o Valerie Alderson,
67 High Road;
Wormley, Broxbourne,
Herts, EN10 6JJ.
Tel: Hoddesdon (61) 63851

Review copies of titles entered for the Awards should be sent in the usual way to the Literary Editor at the *TES* office.

Does your maths scheme present pupils with reading problems?

Peak Mathematics doesn't

One of the problems with many maths schemes is that the language level is way above that of the maths being taught. This means that teachers are often obliged to spend valuable maths time solving language problems, rather than teaching maths.

However, this is not the case with Peak Mathematics. The authors David Godber, Peter Patilla and Alan Brighouse and the publishers have tackled the language problem from the start. They have used straightforward language appropriate to the level and have clearly defined each new term. In addition an illustrated glossary at the end of each book provides children with a useful source of reference material. The language develops as the scheme progresses and has been carefully classroom tested at every stage.

The design and layout of Peak Mathematics also contributes to the schemes overall readability. Nelson have developed a special educational typeface which ensures that children will have no difficulty in recognising the characters. Peak Mathematics alleviates problems of misunderstanding and confusion and enables children to understand every explanation, distinguish explanation from exercise and follow the correct sequence of an exercise.

Not only is Peak Mathematics readable, it is also structured, provides a continuous approach, caters for children of all abilities, includes assessment, extra practice and extension material and is a scheme that children will certainly enjoy using.

Peak Mathematics – the maths scheme that meets the needs of today's 5 to 12 year olds.

The infant and lower junior material is available now. The remaining material will be published in the Spring of 1982.

Save 15% on published prices. Special Evaluation Packs have been arranged to enable you to assess the material at first hand and purchase it at 15% below normal published prices. Each pack contains the relevant pupil and teacher books for the age range.

Please note that packs are sent on 30 days approval. To obtain your pack simply complete the coupon and post to the address given. No stamp is needed.

Please send me on approval:

Pack 1 (5-7 years)	0-17-421331-X	£9.15 ☐
Pack 2 (7-8 years)	0-17-421332-8	£3.55 ☐
Pack 3 (5-8 years)	0-17-421333-6	£11.10 ☐
Pack 4 (8-9 years)	0-17-421334-4	£3.20 ☐

Name _____

School _____

Address _____

_____ PTE7

The Peak Mathematics Department, FREEPOST
Thomas Nelson and Sons Ltd
Nelson House, Walton-on-Thames,
Surrey KT12 4BR.

Nelson

peakmathematics

books

Quite a sensation

Lynne Truss

The Maniac in the Cellar. By Winifred Hughes.
Princeton University Press £8.40.
0 691 06441 5.

Lady Audley's Secret by Mrs M. E. Braddon was one of the top-selling novels of the 1860s. It deals with a beautiful and respectably married woman who, on discovering that her first husband is still alive, pushes him down the nearest well. As with Mrs Henry Wood's *East Lynne* and the novels of Charles Reade and Wilkie Collins, its popularity was evidently not confined to any particular class and it caused a good deal of confusion among the literary establishment who were convinced that they did not want their wives and servants to read it, but found it rather difficult to identify where their objections lay.

Winifred Hughes deals less with the sensation writers themselves than with the critical "sensation" they wittingly provoked, demonstrating by a plentiful use of quotation from contemporary commentaries how strong and vehement were the condemnations of the novels on literary (though implicitly moral) grounds. One major contention was that the novels strained credibility by locating the murders, bigamies and coincidence so close to home: "If we are to travel into fairy-land, it must be in a fairy equipage, not a Hansom's cab", said the *Edinburgh Review*. A natural contrast was with the Gothic novels of Mrs Radcliffe and her like who situated their atrocities at a Romantic distance.

But as Henry James wrote, when analysing the sensationalists' appeal: "What are the Apennines to us, or we to the Apennines? Instead of the terrors of *Udolpho* we were treated to the terrors of the cheerful country house and the busy London lodgings. And there is no doubt that they were infinitely more terrible". Winifred Hughes argues that it was the concept of hidden crimes in the respectable household, residing moreover in the cornerstone of the patriarchal society, the blameless-seeming wife, that was the novels' most alarming threat: "the angel of the hearth", she comments, "may turn out to be an incubus". Worse still, as *Temple Bar* remarked, "a mystery sleeps in our cradles".

The comparison with melodrama is illuminating: the sensationalists plundered that genre for its devices and excesses but rejected its insistence on virtue rewarded, paving the way, Winifred Hughes suggests, for Hardy's use of coincidence as the amoral system of his characters' existence. On the whole she makes a good case for the innovatory approach to fiction of her writers, though I would disagree with her view that the use of "madness" as an explanation for extraordinary behaviour "encourages a new perspective on the springs of human conduct". Rather ungenerously I can't help feeling that the cry "Mad, by God!" is too easy a way of writing a self-contradictory character out of a corner.

This is an incisive, well-informed and level-headed study, having the rare quality of substantiating its arguments to the point of making them appear self-evident. It is refreshing to find a critic being so matter-of-fact about outrageous material, when so much credit seems to attach to critics being outrageous about what is really only matter-of-fact.

Environmental Education: sources of information 1981

The use of the environment as a medium for teaching and the construction of environmentally focused courses are important and relatively new aspects of education. This useful book is a guide to the organisations in the UK which offer services to schools and colleges, such as days out, free posters and teaching aids.

ISBN 0 11 270545 6 86 pages paperback £2.95

Environmental Education: a review

Designed to stimulate discussion as well as inform, this volume is concerned with the concept of environmental education and its current practice.

ISBN 0 11 270544 8 40 pages paperback £1.95

For a copy of BOOKS FOR SCHOOLS, HMSO's free catalogue, post this coupon to HMSO, (PM1C), FREEPOST, London EC1B 1DD.

Name

Address

No stamp required.

HMSO BOOKS

O weep for Adonais

Red Shelley. By Paul Foot.
Sidgwick and Jackson £12.95. 283 98679 4. £5.95. 98691 3.

Mr Foot begins: "I share with Shelley a rotten education at University College, Oxford". This he proceeds to demonstrate. I've never come across a book so full of misspellings and rank howlers. Was there no editor to help him, or proofreader to help out? He manages to substitute George Moore for Thomas Moore, to spell "sandals" "sandies" *passim*, misspell Trelawny's name practically *passim*, while describing that former naval person as "an explorer". In discussing *Prometheus Unbound* he appears to be hopelessly at sea with Greek mythology (Medusa did not have "only one eye"; the Gorgons were not the Graeae) – a not reassuring foible, for Shelley was a first-rate classical scholar. Pardon the élitism.

But the purpose of Mr Foot's book is "to restore to Shelley the political ideas without which his poetry loses its magic". He therefore begins with an account of the oppression of the working-classes during Shelley's adult life, when "Britain had its worst government ever. That government devoted all its energies to two monstrous wars. The first was against Napolean (*sic*) and the French armies. The second was against the mass of the British people . . . The war against the British working people is still going on today." There follows, as a necessary prelude, a brilliantly journalistic – and tendentious – account of government censorship, the Prince Regent's junketings, and the use of the military to control "the mob" – but nothing at all about the industrial and agricultural revolutions which were responsible for the profound social and economic changes then going on, or about the Napoleonic tyranny which even Shelley gagged at.

Towards the end of his book Mr Foot remarks that Shelley "was, and is, first and foremost an agitator". It is this aspect of Shelley, and this aspect only, that interests Mr Foot. I do not find it a very appealing one – this rich young aristo (albeit of a somewhat socially arriviste family) exhorting the masses to violent revolution while insulated from them by money, education, class-feeling and – in the last years of his life – the Mediterranean. The only time Shelley tried his hand as a practical agitator was in Dublin, and he left it in disgust – "I shall address myself no more to the illiterate". It was the lower-middle-class Keats – "a radical in his spare time" is Mr Foot's sneer – who, like Wordsworth, and unlike Shelley, was in real contact with "the people". Significantly, Keats would have nothing to do with Shelley, for when they met, Shelley came the gentleman over him.

But it is Shelley's ideas that fascinate Mr Foot, as they fascinated Shelley. For Mr Foot, "Queen Mab" is a great poem because of its exhortation to atheism and antimonarchism; ditto "The Revolt of Islam" for its advocacy of women's lib. In elucidating these ideas from two poems that are almost totally unreadable – "The Revolt of Islam" is nothing if not turgid – Mr Foot performs a service. But he does not seem to understand how, or why, Shelley's *Mask of Anarchy* (to name a poem politically acceptable to Mr Foot) is infinitely superior to these adolescent rantings.

How Mr Foot would disagree with Mallarmé's remark: "But, my dear Degas, poems are made of words, not ideas'. They are also, *pace* Mallarme, made of actualities. And as Claire Tomalin remarked in her recent excellent short life of Shelley, "how supremely well he wrote when tied to the real world and actual experience." Shelley's ravings about kings and tyrants seldom carry conviction; when they do, it is because they are the objective correlative for his father, Sir Timothy Shelley, the man he loved to hate, whom he spent his whole life trying to shock.

David Wright

Progress of a soul

John Donne: Life, Mind and Art. By John Carey.
Faber £9.50. 571 11636 1.

Accepting the uniqueness his contemporaries found in Donne, this book sets out "to explore the structure of his imagination and see what makes it individual . . . by tracing the reappearance of words and images throughout his work", using biographical material to examine the effect on his poetry of "the two vital factors in his career, his desertion of the Roman Catholic Church, and his ambition".

Here one must be on one's guard against Professor Carey's bias: throughout, the insincerity of Donne's "conversion" and his time-serving opportunism are axiomatically accepted and this certainly is how Donne's devout family would have seen it. But the implications of Donne's early *Satire III*, spurning the religious authority of King and Pope alike, declaring whoever seeks Truth "about much, and about most go" are ignored, drawing only the astonishing comment, "The determination to win salvation to win salvation by personal endeavour was a Catholic trait"! Ignored, too, are the excerpts Donne complied from 1,400 books "from the whole body of Divinity, controverted betwen ours and the Romane Church" – which doesn't sound like time-serving opportunism. This bias inevitably colours, though without seriously vitiating, the "Apostasy"/"Ambition" chapters.

Of course, it would be naive to suppose ambition was not an important adjunct to his secession, but never, I suggest, its prime motivation: a vital distinction. As a Catholic, he found the Court and professions closed to him; but as an Anglican, in 1597 he secured an appointment under the Lord Keeper, Egerton, only to be dismissed and imprisoned on clandestinely marrying Egerton's ward in 1601. People now distrusted him, and even the most shameless sycophancy did nothing to secure him employment desperately needed to maintain his much loved but all-too-productive Ann and her children in their miserably damp Mitcham cottage.

Finally, in 1615, he reluctantly yielded to King James's pressure that he should take Orders, was rewarded with a Royal Chaplaincy and minor benefices, and in 1621 made Dean of St. Paul's, to become the greatest preacher of the age and one of the great prose writers of the language. He lost his beloved Ann in 1617, and died himself in 1631, with all his brilliant poetry, except the two *Anniversaries*, unpublished. As an Anglican Divine he never claimed for his Church, or for any one Church, a monopoly of the truth, and became what we should now call a convinced ecumenist!

The second half of the book shows Professor Carey absorbed in Donne's thought on such topics as Bodies, Change, and Death, and is rich in penetrating discrimination. Having earlier noted Donne's unconcern with a girl's physical characteristics or personality, never making us ache for female flesh, he now stresses how concentration on inner experience forced mere visual beauty out. He triumphantly revindicates *The Progresse of the Soule* – "Nothing like it till Hughes's *Crow*", and concludes with his most important chapter, "Imagined Corners" – a discussion of Paradox, the startling reconciliation of opposites, which, as he says, "makes" Donné Donne", and indeed lies at the heart of Metaphysical Poetry as a whole.

This book makes compulsive reading, and is a must for every graduate student of Donne.

Hermann Peschmann

Sequel to Sorry Dad

Shaky Relations. An Autobiography. By Edward Blishen.
Hamish Hamilton £8.95. 241 10348 7.

To get the best out of this instalment of Edward Blishen's autobiography, begin with Part Two, which opens with his plane descending towards Nairobi, the first stop in a month's visit, as a representative of English letters, to the East African countries formerly under British rule. And take next Part Four, which describes a similar visit to West Africa.

Part One consists largely of a pejorative analysis of the temperament and behaviour of the author's father, very like that which Blishen made three years ago in *Sorry, Dad*. Parts Three and Five contain more of the same, interspersed with descriptions of both his parents in hospital, and of their deaths.

These domestic chronicles have their own interest, and in some places make almost compulsive reading. But Parts Two and Four are on a very different level. They are important social documents as well as being vivid – and often humorous or tragic – narratives. Central to them both is the fundamental question of the relations between the sophisticated, and centuries old, civilizations of the northern hemisphere and the newly developing peoples of tropical Africa whom until recently they dominated.

This question poses itself in many forms, from the purely physical – the contrasting nurture of the cool temperate climate of the north and the hot, humid, colourful, and clamorous environment of the tropics – to the heights of intellectualism and philosophy. Edward Blishen, while concentrating on his professional business in Africa – meeting and advising African writers and would-be writers – shows himself keenly aware of any other aspects of the question.

In his own field he finds formidable problems. First, language: should an African writer using English be governed by English usage, or be "free to start afresh", to coin, as Amos Tutuola, the Yoruban author has done, a "marvellously strong broken English"? Should he write in English – to him a second language – or in his native tongue?

Secondly, the almost universal tendency of African schools, colleges, and universities to teach in a European mould; to impose on their students European textbooks, European literature, European ideas. Thirdly, the almost complete neglect of children's literature, and of fiction for adults, and so of any concept of reading for pleasure. Fourthly, the denial by expatriate administrators that Africans can yet appreciate first-class drama. Flshly, and worst of all, the dreadful "we" and "they" of white and black. All these and other hindrances to a modern, but essentially African, culture are noted by Blishen, and for that one must be grateful. As for his parents, let them rest in peace.

H. C. Dent

books

Paperbacks

. . . and all that jazz

The Best of Jazz. By Humphrey Lyttelton.
Penguin £1.95. 0 14 00 5195 3.

The Literature of Jazz. By Donald Kennington.
Library Association £9.50. 0 85365 683 0.

Negro Bands on Film Vol. 1 1928-50. By Klaus Stratemann.
Uhle and Kleimann DM 33. 3 922537 18 4.

Beneath the Underdog. By Charles Mingus.
Penguin £1.75. 0 14 00 3880 9.

The serious books here try in various ways to document jazz, to impose patterns on, and discover relationships in, a flood-tide of music and information about it. Lyttelton goes further and adds value judgements; in fact he attempts criticism, although he is careful to leaven it with a good deal of anecdotal history. The title derives from his decade-old Radio 1 record programme, and the subtitle is Jazz Masters and Masterpieces 1917-30. In other words it centres, as most jazz books do, on major figures such as Armstrong, Ellington, Morton, who have been so much written about already.

One recording is chosen to illustrate their work in each case, though several others may be mentioned in the discussion. The author has perceptive comments to offer on most of these classical performances, but he springs no surprises, his views always being the – at present – conventional ones. For example, in more sophisticated critical circles it has for several years been doubted whether the Whiteman band's rôle in jazz is satisfactorily accounted for by the normal dismissals, yet Lyttelton merely trots out the usual adjective: "elephantine". And currently unfashionable musicians like the great trombonist Jack Teagarden receive only the briefest mention.

Lyttelton's bibliography has the customary omissions, but such matters can, to an extent, be corrected by consulting Kennington. This is the second edition, substantially revised, of a book which first appeared in 1970. The author remarks on the superior quality of more recent publications, and adds entirely new chapters on jazz educational materials and on the blues. Other matter is classified under General Background, Histories, Biographies, Analysis, Theory and Criticism, Reference Sources, etc, and all this amounts to a very full listing of what has been written or translated into English on the subject. As such its usefulness is obvious.

Yet when Kennington passes from documentation to critical commentary his powers of judgement often appear to be nil. He cannot be blamed for out-of-date information on the treatment of jazz in *Grove*, but poor books such as Berendt's *The Story of Jazz*, which contains much seriously incompetent material, or Tirro's embarrassingly derivative *Jazz: a History* receives extravagant praise while outstanding achievements like Hadlock's *Jazz Masters of the 20s* are dismissed almost out of hand. Typical is the way that Fox's *The Jazz Scene*, whose text includes much sensitive and informed comment, is described as consisting mainly of photographs.

Like his earlier work on Rich and Krupa, Stratemann's book valuably supplements Meeker's 1977 *Jazz in the Movies*. Far more jazz got on to film than is generally realized, and he catalogues in great detail the contributions of 30 major and minor bands, with the names of the musicians participating, the running times of each performance, etc. There is a growing interest in film collecting among video-cassette users, but there is much here for record collectors also, as Stratemann gives information as to where relevant soundtrack material has appeared on LP. Further publications from this source will be welcome.

The Mingus extravaganza could scarcely be more different, and it reads like an inept attempt at a novel rather than as a real autobiography. If it is set beside the well-known facts of his career, there emerge altered dates, a nearly incoherent sense of chronology, and a number of blackouts at crucial points. Chiefly it is a presentation of Mingus as hero and sexual athlete, especially the latter, with most other people reduced to the level of objects. There is little about his rôle in jazz, about his important contribution to it. This book is very boring, and worse.

Max Harrison

The major Rossetti

Christina Rossetti: A Divided Life. By Georgina Battiscombe.
Constable £9.50. 0 09 461950 6

Georgina Battiscombe's biography of Christina Rossetti is a competent and often moving account of the poet's life, written in a minor key and offering no startling factual revelations or surprises in the way of interpretation. In presenting that life, which was "outwardly . . . an uneventful one; inwardly . . . a continual conflict" – a life of denial and deprivation, but also of very distinguished creative achievement – the author finds herself confronted, at many of its crucial points, with blankness, silence, dearth; almost four decades ago she encountered the same kind of difficulty with her Life of another Victorian woman, the novelist Charlotte Yonge, the would-be biographer of whom, as she wrote at the time, "is faced with an extraordinary paucity of material".

Georgina Battiscombe accepts, with an air of duteous resignation, the yawning gaps in the record of Christina Rossetti's life, and is severely – most would say sensibly – dismissive of attempts to read into the available evidence what simply can't be proved to be there.

On this principle she condemns the elaborate "third man" hypothesis put forward by Lona Mosk Packer in her major biography of Christina (1963), which turns her life-long friendship with the Pre-Raphaelite painter and poet William Bell Scott into a drama of secret, frustrated love (Scott was a married man), and decisively ousts in importance the two relationships normally trotted out as constituting her "love life", those with James Collinson and Charles Bagot Cayley. For Mrs Packer, the love relationship with Scott (which, even if not proved, seems nowhere to be contradicted by the existing evidence) would give Christina's anguished and passionate love poetry the explanation it has always been crying out for, as well as accounting for much of the enigma of her character; but Mrs Battiscombe stolidly insists that the theory is "fantasy", "an airy fabric of romance". Whichever side one takes on this question, however, the Packer *Christina Rossetti* remains indispensable for its overall scholarship and insight (and Mrs Battiscombe herself acknowledges that she is greatly indebted to it.)

The new biography will appeal to a wide readership. Where it succeeds especially is in its depiction of the suffering Christina, beset by frequent illnesses and, towards the end of her life, troubled by religious doubt; apprehensive, to the point of terror, of the death for which she had often fervently longed. The book's weakness is that it fails to convey an adequate sense of Christina the poet, the quality of whose best achievement should compel our admiration today as much as it did that of her contemporaries. Mrs Battiscombe gives the impression of being out of touch with the modern critical estimate of her work, represented for instance by Geoffrey Grigson in his excellent review last year in *The TLS* of Volume 1 of *The Complete Poems of Christina Rossetti*, published by the Louisiana State University. Press: for Mr Grigson, as, one suspects, for most readers now, Christina is the *major* Rossetti.

Adolf Wood

Father of the man?

Made for Life. By Johanna Turner.
Methuen £8.00. 416 72690 9.
pbk 416 72700 X.

Most teachers will have been told during their training that young children are naturally curious and exploratory and that education should encourage and exploit these "natural" attributes. This over-simplified view, like that of many aphorisms, sometimes rejected when teachers become aware of the complexities of personality and behaviour in their classes, find that some children seem to lose curious and willing to learn than others. Often these differences are perceived in terms only of intellectual capacity, thus replacing one over-simplification with another which similarly ignores the complexities of human development.

Turner's initial hypothesis is that a child's capacity to explore and learn is more affected by his self-confidence than by his intellectual skills and aptitudes.

Turner argues that the major influences determining a child's sense of self-confidence are his experiences of being effectiour in affecting his environment and of its consistency. All children develop coping strategies based on their experiences of efficacy and consistency, but some coping strategies are more successful than others depending on how realistically based they are. The success of copying strategies in turn influence the child's sense of efficacy and competence and hence his self-confidence.

This book is concerned with development in the first five years of life. Three chapters are devoted to development in infancy, the nature of adult/infant interaction in the family unit and the significance of attachment behaviour. The way in which these experiences influence the development of coping strategies and the infant's efficaciousness in affecting his environment are fully discussed. These chapters on infancy are a well-documented account of relevant empirical evidence, and alone make the book a valuable source for students of infant development.

A chapter on the development of self is, in contrast, disappointing. It suffers from an attempt to cover too much and, while an eclectic approach is desirable in the light of our present state of knowledge, in the space devoted to the subject here theories are inevitably presented too briefly and too uncritically.

Subsequent chapters return to the influence of the family unit on the development of autonomy and draw less on speculative the rising and more on "hard" evidence.

Turner argues that it is only by understanding the nature and results of the interactions of the child and the family before the age of five that this behaviour when he enters school can be sympathetically comprehended and, if necessary, modified. Her book should make a valuable contribution to such understanding.

Joan Tamburrini

RUTH DUDLEY EDWARDS
An Atlas of Irish History
Second Edition
This second edition of a well-established textbook will be welcomed by teachers as well as by students of Irish history. It outlines the history of Ireland from the earliest times to the present day in visual form, with a full complementary text. Political, economic and military aspects are given a new dimension by the skillful use of visual material, while aspects that are rarely covered in any depth outside specialist works, such as social change, are given extensive and illuminating treatment.
288 pages, illustrated
Hardback 0 416 74820 1 £8.50
Paperback 0 416 74060 2 £3.95

CARLO M. CIPOLLA
Before the Industrial Revolution
European Society and Economy 1000–1700
Second Edition
During the seven hundred years before the Industrial Revolution the preconditions for Europe's transformation from the backward agrarian society to a powerful industrialized one were established. In this new edition of his highly original work, Carlo Cipolla explores the process which made this transformation possible, shedding light on the complexities of the economic as well as the social and cultural factors involved.
388 pages, illustrated
Hardback 0 416 74920 8 £9.00
Paperback 0 416 74930 5 £5.50

IORWERTH PROTHERO
Artisans and Politics in Early Nineteenth-Century London
John Gast and his times
This is the first full-length study of working-class movement in London between 1800 and the beginnings of Chartism in the later 1830s.
This is an outstanding book, and a superb work of scholarship . . . Only a fellow-historian who has written on the same complex and contradictory sources can fully appreciate the remarkable – at times brilliant – scholarship and command evinced in chapter after chapter . . . [illegible] splendid book.
E.P. Thompson, *New Society*
432 pages
Paperback 0 416 74890 2 £5.95

Edited by PHILIP G. CERNY and MARTIN A. SCHAIN
French Politics and Public Policy
This collection of essays fills an important gap in the literature on France. It is the only book of its kind to survey public policy issues along the broader social and economic dimensions, looking at the party political environment, the social context of political power and the actual processes by which decisions are made and implemented.
322 pages
Paperback 0 416 30850 3 £4.50

Edited by CHRISTIANE MORTELIER
Anthologie Prévert
Methuen's Twentieth Century Texts
This anthology of Jacques Prévert's work contains seventy of his best poems and songs, selected from an output that spanned more than forty years. Though not a man of letters in the highly intellectual French tradition, Prévert is still the most popular poet in France; he instinctively adapted contemporary French spoken language to the requirements of poetry.
176 pages
Paperback 0 423 90090 0 £2.50

DAVID K. C. JONES
Southeast and Southern England
Southern England covers the Weald and the London and Hampshire Basins, together with their Chalkland borders. In this new treatment, the author describes the patterns of geology and relief, and the underlying characteristics of landscape evolution studies; prior to presenting detailed landscape development, the origin and evolution of the drainage pattern, Pleistocene denudation chronology, glaciation, periglaciation, and coastline and floodplain evolution.
338 pages
Hardback 416 84560 9 £10.00
Paperback 416 84560 6 £5.95

All prices net in the UK only.

METHUEN

books

Real and imagined

Philip Sauvain on a new primary geography series

Oxford New Geography series. Books 1, 2, 3. By Gordon Elliott. Book 4. By Keith Martin.
Oxford University Press £1.95 each.

With its vivid, dramatic artwork in full colour, and a text brimming over with bright ideas, this series would have been unbeatable, had it not been seriously flawed by assumptions about the structure of society which do not always accord with those of the real world of the 1980s. After all the recent publicity, it is difficult to see why the "Happy Families" style of geography employed in these books, should consistently depict a world in which the men go out to work and the women stay at home. Since this is so obviously at odds with the everyday experience of children with working mothers, it is ironic to read that each book has been designed to use "familiar situations . . . as a springboard for the exploration of less familiar and distant environments."

As if inviting further disbelief, Book 3 begins a "Neighbourhood" topic with "This is the Granby's house . . . Can you see Mrs Granby? Where is she?" Predictably, Mrs Granby is inside, presumably tidying up. Less predictably, her house is large and detached, with a long driveway, white gate, and a pool in the garden. In the select neighbourhood shown, it must be worth upwards of £75,000 – a "distant" rather than a "familiar" environment for many teachers, let alone children.

In stark contrast, page 25 shows a full page picture purporting to show "Murkyville . . . a town somewhere in England. It is not a real town. But there are many like it." I wonder where! The artist's ludicrous conception of Murkyville seems to come direct from Dickens. Six pitheads stand in unlikely close proximity to each other, and fictitious smoke belches into the air from the factory chimneys and from the rows of exclusively-terraced houses. Despite the tremendous clean-air achievements of cities, such as Sheffield and Stoke-on-Trent, we are told in the singularly ill-informed text accompanying the picture, that "No one seems to care. The coal fires pour out masses of black smoke into the air. The factory chimneys add more."

These are the blemishes on what is otherwise a valiant attempt to introduce "the basic skills and concepts of the New Geography at the primary level." Admittedly a very large amount of the material here is already familiar to primary school teachers in the guise of environment studies; but the authors treat it afresh, with great panache, and a bewildering melange of techniques – from sample studies and cartoon strips to simulations and board games of the "advance 4 squares" variety.

Each book is divided into three sections – Explorations (skills), Face to Face (people's occupations) and Links (i.e. those "that make modern life possible"). These are further broken down into units with topics generally completed on two facing pages. A synopsis on page 96 of each book explains this simple structure, but makes no attempt to show how, or why, the concepts and skills introduced in each book are further developed in the books which follow. Since the philosophy and practice of the New Geography is far from well-known to the average, non-specialist, primary school teacher, the reasons for the apparent confusion of topics in each book should have been made crystal clear. For example, a teacher might want to know why the technique of dot distributions, which begins so promisingly in Book 1, should peter out at the attainment level of the eight-year old, and warrant no further development in Books 2,3, and 4.

Inevitably the idiosyncratic pages linger longer in the memory than the many other pages which combine excellent colour artwork with a straightforward, relevant and sensible text. On the surface the books appear to offer good value, for Oxford have spared no expense to make them as visually attractive as possible. Yet with 200-300 words to each A4 page, many primary school teachers may find that these books provide rather more new geography than can be accommodated on the timetable.

Philip Sauvain

'Beautifully produced, the paperback World's Classics from OUP keep tumbling out of a horn of plenty.' *Punch*

The World's Classics

Out of the horn this summer come tumbling six new World's Classics – **Wuthering Heights, Roderick Random, The Picture of Dorian Gray, Defoe's Roxana,** Katherine Mansfield's **Stories,** and James Hogg's **Private Memoirs and Confessions of a Justified Sinner.** They join the 42 titles already in print – the best of Jane Austen, Henry James, Trollope, Beerbohm, Boswell, Dostoevsky, Homer, Conan Doyle, and many more – in reliable texts with introductions by leading writers, at prices from 75p. At your bookshop.

Oxford University Press

AUTHORS WANTED
Charles Letts, publishers of the highly successful 'O' level Study Aids, are looking for an author for an 'A' level book on PHYSICS
The successful candidate will be a practising teacher at 'A' level standard and will have experience as an examiner at 'A' level for one or more of the larger boards.
A proven writing ability and intimate knowledge of current examination trends will be to advantage and availability to start work immediately is essential.
Write with CV and details to:
Miss Pat Hornsey, Publishing Manager,
Charles Letts & Co.,
Diary House, Borough Road,
London SE1 1DW.

Children's literature

Cops and robbers – world wide

The Pigeon Hole. By Kenneth Ireland.
Dennis Dobson £3.95. 0 234 72215 0.
The Xenon File. By Richard Hayes.
Macmillan £4.95. 0 333 26899 7.
Arctic Adventure. By Willard Price.
Jonathan Cape £4.95. 0 224 01819 1.

For students of the adventure-thriller genre in children's fiction these three novels – set variously and unmistakably in Southern Ireland, West London and Greenland – have some illuminating pointers. What is shared by them all is the reckless, helter-skelter pace and unashamed implausibility of their plots, and an unerring allegiance to the stylised formula within which each story has been conceived. What clearly separates them, and affords each a very different atmosphere, is geographical location.

Kenneth Ireland's previous novels have been powerfully steeped in the Devon and Cornwall countryside, with holidaying children as the protagonists in tales of sea-adventure and smuggling. Extending the Celtic connextions and employing his favoured device *The Pigeon Hole* plots Helen Grice on vacation with her aunt in "a dead-and-alive hole" that is a tiny village in the Irish Republic. This author also enjoys pot-holes and his jaunty narrative gets into full stride with Helen's discovery in a cave of the young Naif, on the run from a wicked Arabian gang.

A more peaceful outpost Helen could not have imagined on arrival; within days poisonous snakes, an IRA bomb factory, a secret distillery, a mystical priestess and a runaway Indian Prince erupt on the scene. Mr Ireland offers an affectionate glimpse of the village life with its gossip and illegal whiskey trade, the salmon farm and pent cutters. Naif studying Gaelic alongside the old distiller. As with his earlier books *The Cove* and *The Fogou* the author here reveals a sure grasp of place; but the climax is disappointing, the various strands untidily brought together and the invention always straining credibility.

Richard Hayes comes into that category of compulsive storytellers who are readily willing to sacrifice any niceties of literary style to the demands of a contrived storyline. In this sequel to *The Secret Army* Hayes weaves an incredible scenario around a cast of thousands – a group of primary school-children, the ILEA Special Council (whoever they may be), the Police, the Special Armed Services, Interpol, the CIA, the FBI and as General Mason declaims in cavalier fashion "anyone else we please".

Fresh from former triumphs Madame Nosotros has reopened her London Headquarters (intriguingly concealed through the wall of a West London terraced house), intent on bringing together four international scientists inside whose minds she has locked the plans of a brainwashing machine to beat the world. From the opening kidnap to sion on the Thames Barrier, there is scarcely a paragraph without a slice of B-movie dialogue or the antics of Madame's bully-boys. The ingredients are unassailable: leap-frogging plot, brush-stroke characterisation and, suffice to say, scope for a further instalment.

Arctic Adventure is the fourteenth in this internationally best-selling series; whether his intrepid heroes (and it is emphatically a Man's world) are up the Amazon or a volcano, engaged with gorillas or tigers, the formula is much the same. In this latest novel Roger and Hal are collecting specimens for their father's zoo, and succeed in capturing their various quarry with consummate ease and the assistance of a friendly polar bear. Price's technique is to have his characters playing a sort of Call My Bluff about the natural world; thus the reader learns about the whistling Beluga whale, the narwhal, underwater exploration in Neoprene suits, that the average Kodiak bear weighs 2000 pounds and that a williwaw, contrary to expectation, is a hurricane, typhoon and tornado all-in-one. The simply written, episodic chapters and spirit of unnerving adventure are perennially popular withmost 12 and 13 year-old boys I know.

Roy Blatchford.

Inside a hedge

A Walk through the Seasons. By Alfred Leutscher.
Methuen Childrens Books £7.95.
0 416 05710 1
Hedgerow. By Eric Thomas and John T. White.
Ash and Grant £4.95
0 904069 397

Compilers of information books on any topic have to chose between covering a wide general area and hoping to focus attention on particular details within it; or concentrating on one aspect of their subject and then directing their reader's attention to its wider implications. Provided the author has a genuine enthusiasm for the subject the second alternative promises the greater success. Alfred Leuthscher, who describes about 10 different types of habitat for each of the four seasons, and who with his inclusing of wild boar and edelweiss, is clearly not content to confine himself to the fauna and flora of the British Isles, has chosen the first way.

The result is most disappointing. The idea of providing a guide to encourage children to keep their eyes open throughout the year in gardens, meadows, moors and woodlands as well as by the sea-shore and on the mountains is still a good one, although it has been done many times before. This attempt fails because all the places are so anonymous and generalized that they bear no resemblance to any stretch of countryside the child is likely to be familar with; while the arrangement of allocating all the specimens to particular seasons leads to much arbitrary over-simplification.

The result is a superficial book that is unlikely to engage a child's interest despite the colourful illustrations by various hands; and the suggestions (presented in a tiresome diary form) of the ways of recording and and observing seasonal changes. That is a pity, for there are some good things here.

Although the illustrations have an unpleasant Walt Disney coyness about them, they are clear enough to help a child identify some of the flowers, birds and insects they may come across on a country walk; and, what is of more unusual value, to recognise species of trees from their shapes in winter. Indeed as far as this book goes, winter is the best season. I liked the sequence on animal footprints in the snow, the sensible remarks on hibernation and the suggestion of shining a torch on soil or leaf-mould to see what might crawl out of it. I was not so happy with the reference to fossils, also presented for this season; and any child who is led to expect from the "diary" entry here that a farmer may present him with a stone age hand axe is in for a disappointment.

I suspect that sort of absurdity creeps in because the author is trying to cram too much into his book, and seems almost afraid to concentrate too on any one topic unless he lose the reader's interest. *Hedgerow*, with its lively text by John T. White, and with its delightful and informative illustrations by Eric Thomas, proves that such fears are groundless. This book shows that a close study of one aspect of the countryside (which is still happily familiar) can be absorbing in itself and almost limitless in its implications. Both writer and artist are clearly absorbed by the part the hedge has played in the shaping of the English landscape.

Their presentation of what there is to be learnt from a few yards of hedgerow leads the reader into rural social history (they follow the development of the hedge from the Saxon *haga* to the unfortunate grubbing out of field divisions in our own time); and, through a study of the way individual plants depend on each other, to an understanding of basic ecology. Other avenues open up as words and pictures demonstrate the part the hedgerow plants played in herbal medicine and folk lore; the uses to which each kind of wood was put; and the techniques of the hedger's craft. No-one, having read this book can fail to look more closely at a hedge and to continue to learn from it. *Hedgerow should be* used for inspiration and reference. In both capacities it will delight and inform.

Shirley Toulson

Divide and rule

Apartheid. By John Addison.
Batsford Educational £5.50. 7134 2485 0.

Apartheid is not really about separation, or indeed the "development" of any group in South Africa except the white. It is about maintaining the existence of those external social and economic circumstances which will ensure a supply of cheap black labour.

The racist orientation of South Africa has been clear for some three centuries. The word "apartheid" came into use around 1948, however, and suggested that this was a new phenomenon, which it certainly was not. Non-whites have been increasingly exploited and politically emasculated, and the new laws that came with "apartheid" have only defined it more clearly and applied it more systematically. And attempts to suppress opposition have grown increasingly brutal, in the face of a Black opposition which remains miraculously moderate and humane. "Separate development", a slightly less loaded phrase, became fashionable in the decade (1965-75) when South Africa attempted to improve its image abroad, while doing little for the non-whites on whom its economy depends.

John Addison's potted early history of South Africa dispels the idea that white people settled South Africa before black people, and his detailed account of the development of apartheid is clear, readable, and balanced. Two comments, however: he seems to accept the Darwinian and now sociologically outdated notion of "primitive" and "advanced" peoples, and the attendant myth of Western "enlightenment" and "progress".

Prabha S. Guptara

resources

Materials with mixed motives

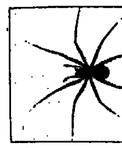
John B. May on publications for use in integrated science

Selecting materials to support a course or a syllabus was once a straightforward choice between a limited number of well-known text-books. Today there is a bewildering variety. As well as text-books there are workcards, activity packs, worksheets, teachers' guides, assignment cards, guides to experiments and question books.

By comparing the publications that have recently appeared with those that were available in the mid 1970's it is possible to detect several trends. Three significant changes have struck this writer.

- There are an increasing number of courses that claim to be 'modular' in approach.
- A number of "curriculum packages" include much more than a basic text book.
- There is an increasing use of the term 'social relevance'.

Textbooks, by their nature, are sequential. Although they don't have to be, they are usually used in the order of their contents.



Because all the material is bound together in one book, all pupils must have all the material. Several advantages are claimed for modular materials: different classes, or groups within a class, can use different materials; the pupil has the right book only for the limited time he is working on that topic which means more intensive use of the material and it is easier to tailor the course to the needs of particular groups of pupils. There are a number of examples of this approach. Three can be mentioned here.

Insight to Science published by Addison Wesley, is a collection of materials for the 11-13 age range written by a curriculum development team from the Inner London Education Authority. It consists of twelve units, intended for pupils of all abilities, each meant to cover about half a term's work. Hence selection is essential. The basis of the work is a set of worksheets but the materials also include teacher's notes, background booklets, tapes and filmstrips.

Modular Science published by Blackie, consists of a number of 32 page topic books. Each module includes a diagnostic test to assess a pupil attainment.

Perhaps the most extensive set of modular materials is *Nuffield Science 13–16* which is intended to provide a CSE Integrated Science scheme. It consists of 44 modules, each module having a pupil's booklet and a teacher's guide. This course is extremely flexible. There are 15 modules to cover the basic work for year three; 11 modules for years four and five for pupils taking a single certificate CSE and an additional 10 modules for years four and five for those taking a double certificate. In addition there are a further seven optional modules.

There are a number of courses that provide extensive packages of materials. A good example is the material based on the revised version of the *Scottish Integrated Science Course for S1 Level*. The 'package' consists of:

- A set of disposable work sheets published by Heinemann as *New Science Worksheets*. These are a completely re-designed (and greatly improved) version of the original worksheets. They are attractively produced and are available as a set, in book form, either to be used as it is or the sheets can be pulled off for individual use. The teacher's guide to the worksheets *Science in S1 and S2* is published for the Scottish Centre for Mathematics Education, Science and Technical Education gives an extensive description of the way the worksheets can be used.
- *Science 2000*, the full colour successor to *Science for the 70's*, published by Heinemann. The two books cover the same material as in the *New Science Worksheets*. The texts can be used either in conjunction with the *New Science Worksheets* or independently.
- The third component of this package is two books of assessment questions, *Assessment Questions for Integrated Science*, intended to cover the same material as *New Science Worksheets*. A teacher's guide accompanies these two public books. Assessment questions for Integrated Science are published by Heinemann.

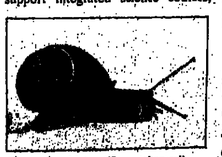
The view of science presented in school courses has changed significantly in the last few years. Many of the earlier courses, presented science as a somewhat academic activity; in effect a training in science. However Nuffield Secondary Science placed great emphasis on the "significance" of science to the pupil.

The Schools Council Integrated Science Project placed considerable emphasis on social relevance, an approach adopted by a welcome newcomer, *Science in Society* published jointly bythe Association for Science Education and Heinemann. This material is intended for use in general studies in the Sixth form, as a support for 'A' level courses or as a resource in higher or further education. The courses can lead to an AO level examination, "Science in Society", organised by the Oxford and Cambridge Schools Examination Board and available through all G.C.E. boards. The aims of this course give an idea of its intentions.

"It is the aim of Science in Society to lead students to

- understand the nature and limitations of scientific knowledge
- appreciate that the use of scientific knowledge can be either beneficial or detrimental to society and the environment
- an awareness that the Earth's resources are finite
- understand the need to take account of all relevant constraints in making reasoned decisions, and to develop the ability to do so
- recognise that making decisions may involve moral considerations."

There are other welcome developments that could be discussed. These include material genuinely intended for the less able; material intended for the primary age range; material produced by local groups such as the Association for Science Education sponsored material for the "Less Academically Motivated Pupil" (L.A.M.P.). The criteria that may be used in the selection of materials to support integrated science courses,



From a booklet on "Invertebrates", Insight to Science.

were discussed in an earlier article, (Materials for Mixing It, *TES* 20.1.78), a copy of these criteria can be obtained on receipt of a s.a.e. from the writer at the Centre for Science and Mathematics Education, Bridge Place, Fulham, London SW6 4HR. In the space available it is possible to do no more than list the integrated science materials available that have been brought to the attention of the writer and to indicate their scope. Further details of the courses can be obtained from the publisher.

Materials intended for the younger age range 11 to 13/14

Assessment Questions For Integrated Science by Stewart Kellington
Age range 11-14 – all abilities
Two books of assessment items covering the material in 'New Science Worksheets'.
Price Book 1 Sections 1 8 £1.20
Book 2 Sections 9 15 £1.20
Teachers Guide £3.00

Centre Science
Editors Colin Terry and Tony Loosmore, developed with the support of the Clwyd Centre for Education Technology.
Hart-Davis.
Age range 11-13 – all abilities
20 pupils books, mostly 32-page, and 2 teachers' guides.
Price 32-page pupil books 40p each
Teachers' guide 95p

Basic Skills in Science
by John Merrigan and Peter Herbert.
Hart-Davis
Age range 11-13+, less able
A scheme to help less able pupils master basic skills in science.
Price Skills book – for pupils 75p
Test sheets – 38 spirit duplicating masters £12.50+VAT
Teacher's book £3.45

Combined Science 1 and 2
by G. Green, K. Petford, A. Short and D. Walker.
John Murray
Age range 11-13, all abilities
Two texts and accompanying teachers guide to cover the first two years of Secondary Science
Price Book 1 £1.75
Book 2 £2.40
Teachers Guide 1 £2.25
Teachers Guide 2 £2.25

Combined Science 3
by M. Atherton, B. Jones and D. McCullough.
John Murray
Age range 13/14, all abilities
A pupils text and accompanying teachers guide to fit third year programmes.
Price Text £2.25
Teachers Guide £2.25

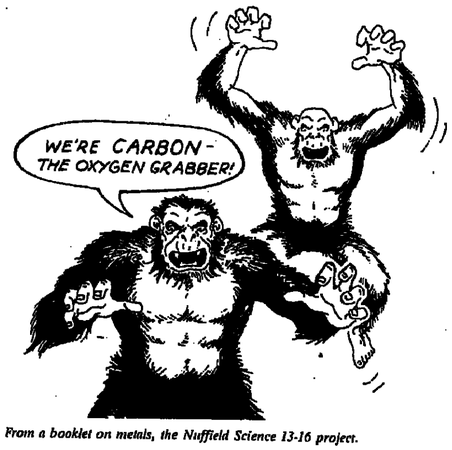
Questions in Combined Science 1 and 2
by G. Green, K. Petford, A. Short, D. Walker and D. Charles
John Murray
Two pupils books and teachers guide of assessment items to accompany the texts of the same title.
Price Questions in Combined Science 1 95p
Questions in Combined Science 2 £1.10
Teachers book 1 £1.45
Teachers book 2 £1.85

Combined Science Worksheets
by S. Arkless, N. Davies, D. Evans and D. Hambleton
Wheaton
Age range 11-13, all abilities
A course in worksheet form based on Nuffield Combined Science. Available as books or sets of spirit masters.
A Teachers' Guide provides background information
Price Books 1 and 2. £1.30 each
Books 1 and 2 in spirit master from £11.00 each
Teachers book £1.80

Everything, Everywhere, Everyone
by B. Buckle, R. Sinton and L. Young
Oxford University Press
Age range 11-14, all abilities
Two pupils books containing practical activities, summaries and background reading. The Teacher's book provides support material for the teacher.
Price Pupils Book 1 £2.50
Pupils Book 2 £2.50
Teachers Book £3.00

Insight to Science
Project director Dennis Marshall
Published by Addison-Wesley for the Inner London Education Authority
Age range 13-16, all abilities
12 units each containing workcards, a technical guide and supplementary material in the form of background booklets, filmstrips and cassette tapes. Workcards are graded to cover different levels of ability.
Price £30 per unit.

Integrated Science: The Wreake Valley Project
by D. Tiberghien, and P.Thorburn
Edward Arnold



From a booklet on metals, the Nuffield Science 13-16 project.

Age range 11-14, all abilities
A three year course providing detailed instructions for classwork and background information.
Price Book 1 £2.50
Book 2 £2.50
Book 3 £3.00

Nelson Science 11-13
by John Summerfield
Nelson
Age range 11-13, all abilities
Two pupils' books and a teachers book. Two sets of spirit masters for experimental work
Price Pupils Books, Stage 1 £1.75
Stage 2 £1.95
Teachers Book £1.95
Spirit masters £12.00 each set.

New Science Worksheets
(Scottish Integrated Science)
Heinemann
Age range 11-14 all abilities
A full graded set of worksheets following the Scottish Integrated Science Syllabus.
Sections 1-8 cover Year 1 and sections 9-15 Year 2.
Two comprehensive teachers' guides complement the worksheets.
Price Sections 1-8, single pupil set £1.00
Sections 9-15, single pupil set 90p
Extension cards, 1-8 £1.50
Extension cards, 9-15 £1.50
Teachers Guide, Sections 1-8 £5.50
Teachers Guide, Sections 9-15 £5.50

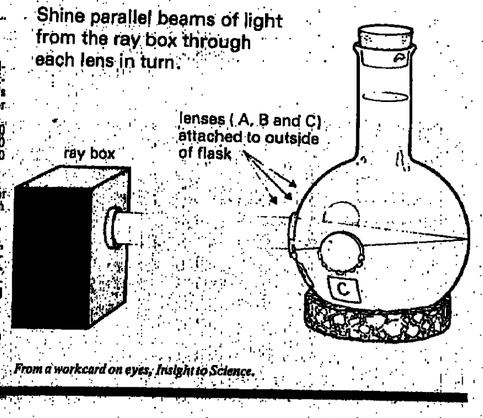
Nuffield Combined Science
Longman for the Nuffield-Chelsea Curriculum Trust.
Age range 11-13, all abilities
The course is covered in two teachers' guides. A third guide gives details of apparatus and course management
Pupils' material – Activities Packs 1 and 2
Price Teachers Guide 1 £6.80
Teachers Guide 2 £6.25
Teachers Guide 3 £4.50
Activities Packs 1 and 2 £3.50 each

Nuffield Combined Science Themes for the Middle Years
Longman for the Nuffield-Chelsea Curriculum Trust.
Age range 9-14, all abilities
Each of the 12 themes consists of a teachers' guide; and study cards and activity cards for the pupils. Each theme is sold as a pack
Price £10.95 per pack, a pack contains four copies of each of the four study cards and four copies of the sixteen activity cards and a set of teachers notes.

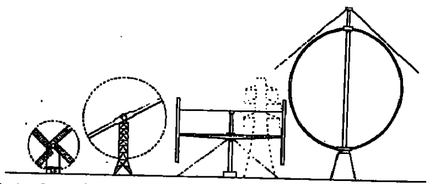
Sciences the Basic Skills
L. J. Campbell, R. J. Carlton, E. J. Ewington, R. H. Stone, D. W. H. Tripp and R. S. Wood
Routledge and Kegan Paul.
Age range – up to CSE or O level

Continued on next page

Shine parallel beams of light from the ray box through each lens in turn.



From a workcard on eyes, Insight to Science.



Designs for windmills. Illustration from a booklet on energy, 'Science in Society'.

continued from previous page

A pupils' book designed to present to pupils the basic skills needed in science courses.
Price £2.95

Science Horizons: The West-Sussex Science 5-14 scheme. co-ordinated by J. Hudson and D. Slack.
Globe Education
Age range – Level 3a and 3b, 11-14. all abilities.
Part of a major science scheme covering the age range 5-14. Consists of a number of units, each of which is a self-contained teaching pack. Pupils materials consist of copy-right-free worksheets to be duplicated in the school.
Price Teachers Handbook 95p
Individual Units £4.25

Science 2000
by A. J. Mee, P. Boyd and D. Ritchie.
Heinemann
Age range 11-14 all abilities
Two full colour textbooks designed as replacements for 'Science for the 70's' can be used in conjunction with *New Science Worksheets*.
Price Book 1 £2.50
Book 2 to be published this year

This is Science
by Kenneth Dobson
Macmillan
Age range 11-13, mixed abilities
Price Two Pupils Books £1.95 each
Teachers Guide £5.75
Worksheets to accompany each book, produced as spirit masters £9.95 each

Materials for the older age range 13/14 to 16+

L.A.M.P.
The Association for Science Education.
Age Range 14-16, Less Academically Motivated Pupils
Consists of 15 topic briefs and 2 teachers' handbooks. Topic briefs cover a range of relevant topics and consist of suggestions for activities. Copyright has been waived on the worksheets. Each brief is intended to cover about six weeks work.
Price £17.05
Energy booklet £1.50

Modular Science
Blackie
Age range 13-16, CSE
20, 32-page booklets, black and white each with a teachers' book. Each intended to provide for about six weeks work.
Price £1.25 or £1.30 for pupils booklets
55 – 75p for teachers book

Nuffield Science 13 – 16
Longman Group Resources Unit for the Nuffield-Chelsea Curriculum Trust.
Age range 13-16 CSE average ability
44 modules, which can be put together in various ways to suit a variety of CSE course.
Price Modules 65p each (55p for 50+ copies)
Teachers Guides £1.00 each

Nuffield Secondary Science
Longman for the Nuffield-Chelsea Curriculum Trust.
Age range 13-16 year olds who are unlikely to take O-level science.
The material consists of eight themes, from which teachers design their own 3-year course. The Teachers' Guide describes the underlying philosophy of the scheme and how it can be organised. "Examining at CSE level" gives details of how the material can be used to produce a CSE Course.
Price Themes £4.10 or £5.30 each
Teachers Guide £2.95
Examining at CSE Level £4.00

Nuffield Working With Science
Longman Group Resources Unit for the Nuffield-Chelsea Curriculum Trust.
Age range 16+ for students in full-time education beyond the age of 16 but not following advanced level courses in science subjects
42 Units of around 28 pages in length, on topics connected with hobbies, vocational interests and topics of current interest.
2 Teachers' Guides act as essential background material for teachers
Price Units 65p each (55p for 50+copies)

Open Science
Project Director Leon Darrall, The Schools Council Science for the Less Able Pupil Project.
Hart-Davis and Hutchinson
Age range 13-16 for less able pupils
13 Units supported by a Teachers' Guide and a set of Record Master Sheets
Price 75p per unit
Teachers Guide £5.95
Record Sheet Masters £5.95

Schools Council Integrated Science Project (SCISP) also known as Patterns.
Longman
Age range 13-16, more able
Pupils manuals – Patterns 1, 2, 3 and 4 are the basic pupils material
Topic books – cover some areas in depth and are a complement to the Pupils Manuals.
The Teachers Handbook – provides the introduction to the scheme and its underlying philosophy.
Teachers Guides accompany each pupils book, Patterns 1-4.
Four Technicians Manuals give detailed assistance in the preparation of the practical work.
Prices Pupils Manuals, 1, 2, 3, 4 £1.95; £1.95; £2.80; £3.20
Teachers Guides 1, 2, 3, 4; £2.35; £2.75; £3.25; £4.80
Teachers Handbook £1.90
Topic books .75p – £1.40

Science at Work
Project Director John Taylor
Addison-Wesley
Age range 14-16 for less able pupils
18 Units – each unit consisting of 5 pupils books and one teachers guide.
Each unit is meant to cover half-a-terms work.
Price £6.50 per Unit.

Science in Society
Project Director J. L. Lewis.
The Association for Science Education and Heinemann Educational Books.
Age range 16+ all abilities
12 readers for use in general studies in sixth form or equivalent. It can be used by arts or science students and can lead to an AO examination.
Price Readers supplied in packs of five copies of one title £8.75
Omnibus pack – one copy of each reader £8.50
Teachers Guide £10.50

Science to Sixteen
by S. Pople and M. Williams
Oxford University Press
Age range – up to 16+ – CSE Level
Pupils text covering most material found in various CSE General Science examinations.
Price £3.25

Future calm

Malcolm Peltu on 'Living in the Future'

ETV
Finding Out
Living In the Future
Eight 15 minute episodes. Summer term (May 6 to July 6) Mondays 9.47, Wednesdays 11.17. Repeated Autumn term (starting September 21) Mondays 11.22, Wednesdays 11.02.
Thames
Associated book: Living In The Future by Alan Radnor (ITV Books/Macdonald Phoebus, £3.50).

Thames TV's *Living In The Future* is an adventurous attempt to bring computer literacy to seven to nine year olds. It has some serious faults, particularly its tendency to suffer from delusions of technological grandeur and to project images of a cosy, middle class science fiction future world. But its gentle approach, with an emphasis on the uses of information technology, establishes a framework that should be built on by teachers and makers of other programmes on this subject.

The first episode includes a statutory genuflection to the Great Silicon Chip but no attempt is made to explain how it works or the importance of the software programs which get micros to do useful work. Such explanations are left to the last programme, but children may want to know more about how the technology works than what it does. However, in the attractive accompanying book, descriptions of the technology appear at the beginning.

The first programmes focus attention on the kinds of ordinary products and services incorporating the technology. Episodes two to five illustrate particular applications in education work, home and medicine.

Presenter Sally James provides an unobtrusive link and the camera is allowed to show the uses of the technology without a constant barrage of hard-edged statistics and exhortations in the voice over.

The episodes on education and work illustrate the main flaws in the series. They showed the potential of the technology without raising any questions about the value or harmful effects of some applications.

For instance, in the programme on education, examples were shown of computer-assisted learning techniques. At the start of the episode, the programme's advisor, Professor Tom Stonier of Bradford University, says forcefully that schools will be "handicapping" pupils unless they introduce computers quickly. No mention is made of the damage that can be done by bad computer-assisted learning software nor of the dangers of creating a generation of children who feel more comfortable talking to machines than sharing in human contact and discussions. There is a tendency to take the line that all technology is good.

In the episode on work, there is a reference to word processors which can "correct spelling." There are a few word processors which can perform limited functions on checking spelling but it is wrong to give the impression that typists in the future need not bother with spelling.

Throughout the first three programmes, claims are made about the kinds of jobs children may have in the future, such as driving space shuttles or working on the moon. There is no mention of the jobs that will be lost, nor is there an indication of the deskilling which will reduce the satisfaction of many existing jobs.

Even if these problems are not fully brought out in the programmes, supporting material should be provided which could be used to take the edge off of some of the technological gloss.

Episode six of the series looks at energy requirements in the future, which is a welcome recognition that there are other important technologies. Episode seven will examine the impact of the technology on international inter-dependence and society in general. I hope this will include some scepticism as well as further examples of technical possibilities. Overall, *Living In The Future* is a reasonable introduction to the potential of the technology. It could be used as a starting point for investigations into the positive *negative* role of technology.

Changing landscapes

by Nick Thomas

Manscape
Eight half-hour programmes from HTV West, 9.30 a.m. Sundays in London, various times in other regions

Manscape is one of the weekend early morning orphans – often excellent series for the sole delight of whatever minute and eccentric audience exists at, for example, half past nine on a Sunday morning. Presented by Neil Cossons of the Ironbridge Gorge Museum, its eight programmes look at the birth and growth of industrial society, and the accompanying transformation of landscape into "manscape".

Using mainly West Country examples, the series ranges from industrial archaeology to plain sight-seeing, offering many interesting moments and a few fascinating ones, but sadly lacking in coherence and attack.

The first two programmes examine the growth of ports, comparing especially Bristol and Liverpool. It is then there are programmes on mining, farming, energy and transport. The seventh programme focuses on Isambard Kingdom Brunel, "the great nineteenth century technocrat; and the final summing up is entitled "A Manscape Fit for Man?" (*should* one really let this pass - is it not disgracefully shoddy, in 1981, to refer to humanity as "man"? And just for the sake of a silly title . . .)

The series includes some beautiful film of great industrial monuments where one might least expect them: the Victorian farm, for instance, conceived as a little kingdom with its own foundry, gasworks and lime-kiln – yet built on a grand scale, without the split between functional and aesthetic ushered in by high-cost labour. Clearly such a series can do little more than skim the surface of its subject; but some glittering fish have been captured in the process.

It would have helped, though, if the series had been clearer and more disciplined about the limits of its subject. When it tries to address contemporary issues, it falls flat on its face when discussing nuclear power, for example; a travesty of a vital and much-aired issue. Equally, *Manscape* does not really accomplish what it claims to do – to show how the landscape has been reshaped by human needs.

There is useful material though for a range of teaching uses, starting with history and geography, if anyone has taped the series; and a free "gazetteer" is available listing relevant sites, with map references.

A new 17-minute film explaining the nature and uses of concrete has been produced by the Cement and Concrete Association under the title *Concrete is*. The film is aimed primarily at non-technical audiences in schools and colleges of higher education. It shows how concrete is made and demonstrates its strength and versatility. The format is 16mm colour.

It is available on free loan from the association's film library at Wexham Springs, Slough SL3 6PL.

Briefings

Radio & tv

OU and CE

The Wild Duck (Saturday, 11.25, Monday, 06.40 BBC2)
The complete third act of Ibsen's play preceded by some scene setting from Acts One and Two. Michael Bryant plays Gregors, who rejects his father and determines on a fateful course of action.

Bestseller: The Odyssey (Saturday, 22.15 Radio 4)
The first in a series about famous books and their authors. Kenneth McLeish looks at how the poem was composed, and speculates on who Homer was. Extracts from the story feature Timothy West as Odysseus and Robert Powell as Homer.

For schools

My World (Monday, 9.30 ITV)
4 to 6 year olds are introduced to the concept of weight. They compare weights of objects by holding them and then using different weighing machines.

Merry-Go-Round (Monday, 11.00, Thursday, 10.10 BBC1)
"It couldn't happen to me" shows 8 and 9 year olds how a child is treated in hospital after an accident. Aims to promote road safety and show that hospital procedures are not frightening.

Springboard (Monday, 11.20 VHF4)
7 to 9 year olds begin a unit based on West Indian folk tales. "The Arrival" tells how the Caribs and Arawak came to live on the Caribbean islands.

Voix de France (Tuesday, 9.30 VHF4)
Raymond Escoffey presents a programme of interviews about the newest Swiss canton, Le Jura. Jurassiens give their views on the present state of Switzerland.

Writer's Workshop (Tuesday, 10.01 ITV)
9 to 12 year olds watch some of sport's most exciting moments. How can they be described in words, and what are the problems in providing a running commentary?

Facts for Life (Wednesday, 10.35 ITV)
"Breaking Point" deals with the prevention of accidents and the treatment of victims. The over 15s consider the value of seat belts and head restraints, and learn about bone injuries.

Science All Around (Wednesday, 11.02 BBC1)
9 to 12 year olds study two aspects of water.

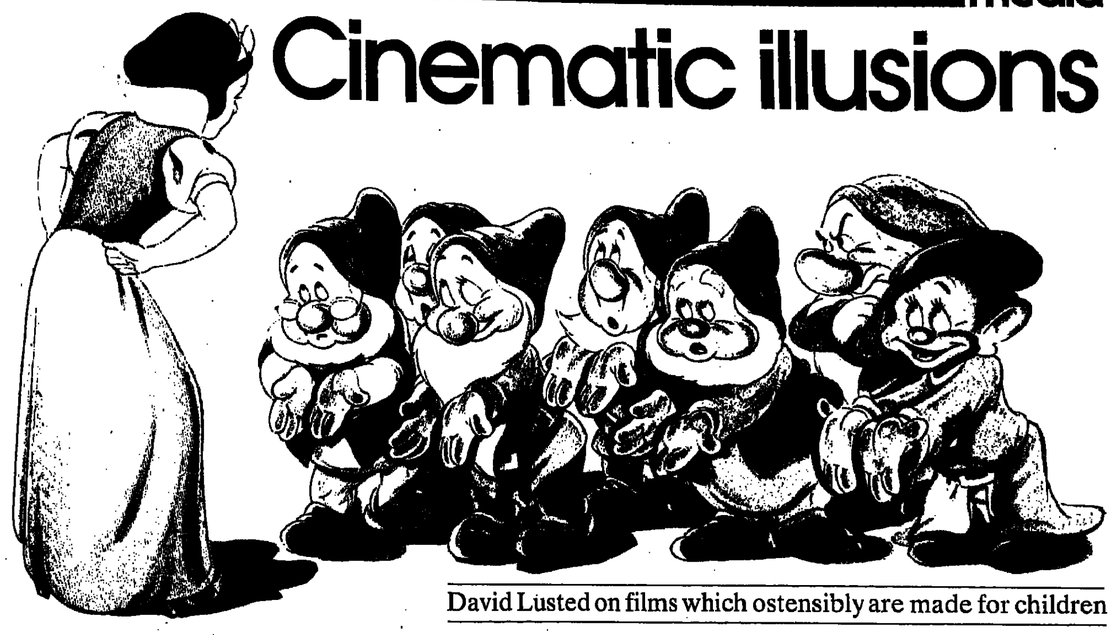
Near and Far (Wednesday, 14.18 BBC1)
What are "Grasslands"? 9 to 11 year olds compare the tropical savannas of Africa and the dust bowls of North America.

Listening and Writing (Friday, 11.20 VHF4)
Two programmes on Japanese comedies and tragedies in preparation for the Japanese exhibition in the Autumn. 11 to 14 year olds hear the sad tale of Kageskiyo who is too ashamed to accept his new-found daughter.

Chalkface is a weekly news and magazine programme for teachers, which goes out on ITV at various times, according to region, on Saturday or Sunday mornings. Professor Ted Wragg from Exeter University School of Education, Stephen Cohen, news editor of the *Times Educational Supplement*, and Eric Midwinter from the Centre for Policy Studies on Aging, present the week's news and views on what's happening in the education world.

This week, Jack Chambers, president of the National Union of Teachers, comments on the Rampton report on the education of West Indian children, the Government says what to do with empty school buildings and there's a look at the old chestnut – the exam syllabus studied by pupils which never came up on the question paper.

Cinematic illusions



David Lusted on films which ostensibly are made for children

There is now very little genuine children's cinema. As cinema has ceded its place to television as the most popular twentieth-century art and entertainment form, so the programming of children's films has become confined to school holiday periods. With fewer opportunities to screen films made for a child audience, the distribution circuits of Rank and ABC/EMI (which largely determine what films will be shown nationally) offer few exhibition possibilities for new productions. So, few films get made. This vicious circle returns audiences inevitably to the tried and trusted, and the recycled Disney product predominates.

Nostalgia can lead one to misrepresent the implications of this. The decline of cinema does not automatically suggest that children's cinema disappears as an institution. The idea that children require different kinds of art and entertainment from adults continues: parents and teachers go on taking children to the cinema and theatre as a treat, children's television regularly shows old films, and television offers many more forms of fiction to children than the cinema ever has. There is, simply, more film and video fiction now, and more *forms* of fiction than ever before.

Perhaps the idea of the institution of children's cinema allows us to ask questions about the type of fictions that are offered to children rather than to adults. Why are children's films almost exclusively fictions, for example, unlike children's television which includes magazines, news and documentaries? Why are the characters in these fictions always rounded figures with stable psychologies? Why do stories always differentiate between hero, heroine and villain, and inevitably conclude with a moral? In short why is cinema modelled on a single literary form—the romantic novel?

I can think of only one film which was drawn on other literary forms – Michael Powell and Emeric Pressburger's *The Red Shoes*, made in 1948. Here, the decadent tradition of Hoffmann, Anderson and de Sade is invoked not only in the story but in the lush and expressive visual style of the film. But this may be a perverse example. *The Red Shoes* was never intended for a child audience and has since come to be thought of as a "girl's film" because of the respectable associations of ballet. Children's cinema is romantic fiction, and it also favours certain film genres. These are the genres which permit romance (but not sex), action (but not violence), fantasy (but not that which is fantastique). So the genres for children are costume dramas rather than melodramas, comedies rather than thrillers, and adventure films rather than horror films.

It is also worth observing that, unlike most adult cinema, children's cinema does not require identification figures from its own age-group. Children are probable heroes and heroines of dramas like *Candleshoe* and *The Black Stallion* but rarely of comedies, where adult clowns such as, Laurel and Hardy or Abbott and Costello appear as surrogate children. In costumed adventure films, such as *Jason and the Argonauts*, children are not often in the limelight.

An important consequence of this division into what are appropriate types of fiction for children is that children's cinema bowdlerises all its stories regardless of whether their source is traditional (like fairy tales) or modern (like naturalistic dramas). For instance, the several attempts on the life of Snow White in the literary style are reduced to one in Walt Disney's *Snow White and the Seven Dwarfs*. This has the effect of erasing much of the tale's elements of grand guignol. Everyone knows that fairy tales have softened over time, but this softening process is characteristic of all children's cinema. Even the resolutely real characters of *The Railway Children* move through a naturalistic but timeless rural landscape. The novel's rich allusions to its Edwardian period are represented only by the appearance of dress and objects of the time.

Drawing the fangs of stories for children's cinema, like limiting its fictional forms, plays an ideological part in our society. The Disney film spends over half its length celebrating the dwarfs' discovery of a sexless wife and daughter in Snow White—a pure, Shirley Temple-type child—and celebrating Snow White's security with the little "fathers" and playmates. The sense in which this is a celebration of home and family is overwhelming.

Likewise in *The Railway Children* film, the loss of attention to the times of Nesbitt's novel emphasises the children's loss of their father and the break-up of family security. What is at stake is an immersion of children's cinema in the celebration of the idea of *family*. But it is much more than this. To the extent that it also celebrates the idea of parenthood, children's cinema is not really for children at all—but for parents!

To demonstrate this idea, let's take the most popular children's film in cinema history, *Mary Poppins*. The problem in *Mary Poppins* concerns a family tragedy (no matter here that the film is a musical comedy!) in which father transfers the austere principles of his banking career to the raising of his two children who, in turn, are regularly abandoned by mother in pursuit of her suffragette cause.

This problem is constantly reposed throughout the film, to be worked on and finally solved through the magical agency of Mary Poppins, who shows the parents the error of their ways and the attractions of spending time at play with their children.

Mary Poppins, therefore, is a moral tale. It assures parents of the pleasures of spending time with children. It warns them against adult self-interest in careerism and social change, binding together both conservative and radical adult activity as errors in family life. Full subordination by parents to child implicates a child audience, too, who are asked to accept a very narrow social definition of their own childhood, and parental behaviour that sanctions that definition. *Mary Poppins* is only an example of the work that the institution of children's cinema performs in our culture, but I suggest that it proves the general case.

The structure of form, narrative and ideology of children's cinema does not exclude adults who enter into a kind of complicit agreement with children that "children's" cinema tolerates adults too. Alain Bergala, in *Cahiers du Cinema* no. 287, suggests this complicity is one in which parents "give themselves the illusion of accompanying children to the cinema while it is they, as bashful spectators, who accompany themselves with a false image of childhood as if they dared not occupy the position of the credulous spectator without such delegation".

Through cinema for children, adults not only re-live their lives with their own children but they re-live their own childhood, too. Children's cinema, like children's fiction, is ostensibly for children but its ideological effect is to bind children and adults into finding pleasure from the replay of relations in the family characterised by an idealised childhood of play. Fiction which doesn't trouble these safe social definitions of what it means to be a parent and a child in a family in our society is validated fiction.

That is the reason why, in art and entertainment for children, so much that is validated is this partial fiction. It also explains why so much is set in a timeless past where problems are more remote, and why films that were originally intended for adults—such as Shirley Temple films and Tom and Jerry cartoons—can be safely recycled for successive generations of children. Finally, it explains why fictions that do not operate within this validated tradition cause public concern—like the BBC television series set in a school, *Grange Hill*—and why sex and violence (which, as we all know, do not occur in ideal families) are excluded.

Children's cinema is not "their" cinema at all. It is ours, it is for adults, who control child interests and definitions of themselves and children in the social groups we organise in society. In other realms of life, this would be called "oppression". Does it matter that, in this case, it is only fiction and entertainment that oppresses and only children who are oppressed?

From 'The Railway Children'

At home with the range

Ken Robinson reports on a pioneering dance project in special schools

Members of Ludus performing The Thunder Tree, and (below) holding a workshop in a Rochdale school.

Of all the arts, dance is least well provided for in schools. Special schools probably include less dance than most. Ludus Dance in Education Company in Lancaster are charting new territory, therefore, in an ambitious project involving 27 special schools and more than 150 teachers in three local education authorities.

The premise is simple. If dance has value for all children – both in providing for the expression of ideas and feelings other than in words, and in the skills of movement that it promotes – it can have particular value for children who have difficulties with words, or for whom physical activity and exercise is of special importance. It is not that such children need a special form of dance, but that the intrinsic nature of dance gives it special value for such children.

The project was originated by Michael Merwitzer, Educational Adviser to Ludus. Two years ago he approached Rochdale, Lancashire and Wigan Education Authorities for cooperation and funding in a project to research into the uses of dance for children with learning difficulties; to develop teaching materials; and to organize in-service courses.

All three authorities agreed – Wigan showing particular interest. The Arts Council, Gulbenkian Foundation and the Schools Council also recognised the potential and contributed to the budget.

A full-time researcher, Bernie Warren, was appointed. He and Merwitzer visited all the special schools in the three areas. All members of staff were invited to complete a questionnaire on the meanings of "special needs" in their schools, and on the kinds of programme they would find most useful. Three one-day courses were arranged, attracting 180 teachers to work both with the company and with outside specialists in dance and special education. Regional meetings were held to discuss the development of materials.

During last Autumn, a writer, Liz Bond, worked with Merwitzer on the scenario of a new dance piece, *The Thunder Tree*, an adaptation of Piktor *Metamorphosis*. In January, the dancers began work in the studio with the researchers – itself a departure. Work also went ahead on a teachers' pack for preparation and follow-up work in the schools. (This comprises several versions of the story of *The Thunder Tree* for use with different groups, together with tapes of the original music for the dance and suggested lesson plans.) Wigan showed its support of the work by seconding a special school teacher, Karen Fletcher, to the project to help organize and conduct the follow-up.

From mid-February to the beginning of April, the company visited each school for a day, performing the dance and taking practical workshops with staff and children. Each school was then visited by Warren and Fletcher, to gather responses to the work and to advise on follow up. The project now has a year to run, and both Wigan and the Gulbenkian Foundation have shown definite interest in further funding. What of the work so far?

This is the first time that a professional dance company has become so involved in special education. It is also distinguished by the amount of contact it has promoted between the schools, the authorities and the company. An initial aim was to involve schools in all stages of the work. This was partly because the company needed to be fully briefed.

It was also because the value for children of any project involving schools and outside groups depends to a great extent on the interest of the teachers, and on the amount of preparation and follow up which results. A further aim, therefore, was to help teachers to develop their own confidence and techniques in the use of dance. Some teachers saw this as the most important part of the project – the company's time in school being so short – and felt that more could have been done here.

Chris Harris

Involving so many teachers in formulating a programme also presents difficulties in accommodating responses. Some teachers felt that suggestions were not being taken up and that the materials were not particularly suited to their own groups. Certainly the project is unusual in its scope.

Ludus usually tailors its work closely to, for example, specific age groups. This project was aimed at all children in the sample schools – an age range of two to eighteen – and across the whole range of special needs, classified as ESN (S), ESN (M), Physically Handicapped and Maladjusted. There were three reasons for this.

First, because existing classifications are not universally accepted. Second, because this is an exploratory project, and categories devised for other purposes need not be valid here. Third, because the project wanted to identify the common needs, if any, of "special" children.

Among these, the need to stimulate imagination, to encourage personal responses and the simple need for *contact* seemed to loom large. With these in mind, the dance piece was devised to present a simple narrative through vivid shapes, colours and movement, and to be open to interpretation on a variety of levels.

Whether any programme can cater for the whole range of special children is difficult to say. Existing categories may well be questionable. Yet, treating all special children as a homogeneous group is a little like devising a programme for everyone with blonde hair, on the assumption that they must have other things in common as well. But a physically handicapped child is not necessarily a maladjusted one, even if they are both deemed "special".

The project is at the end of a first, and very exploratory, phase. As it moves forward, the development of more finely tuned programmes is part of what lies ahead. So too does finding a formula for more sustained work with schools. There may be benefits here in working with fewer schools for longer, so as to move beyond generalizations to specific cases. For whether or not special children have common characteristics, they should still be seen as individuals with specific needs.

A good deal has now been achieved by the company. The Assistant Director of Education for Wigan, Kevin Hampson, is enthusiastic about the past and the future of the project. The quality of an authority's educational provision should be judged, he says, by what is done above the statutory minimum. The arts should have a high priority for all children. Their value as alternative modes of expression and communication for special children is, he feels, beyond doubt.

In backing the project, Wigan hoped that Ludus would promote a dialogue between the schools as well as stimulate the children. With few exceptions, head teachers and staff have been greatly enthusiastic about the company's initiative. After visiting the project in an ESN school, Kevin Hampson said, "I was amazed at the response the company produced in the children."

Whatever other problems it may face, the biggest one for this project is, as Michael Merwitzer says, that there is so much waiting to be done.

100% BRITISH and proud of it!

It might have been fashionable at one time to be an 'international' company, shipping out sterling and bringing in cheap merchandise from Taiwan and Korea.

So forgive Hestair Hope for being – in one respect – decidedly unfashionable. We're 100% British and proud of it. British owned. British financed. With British affiliates, which include Dennis Motors and Kiddicraft Toys.

Thumb through the 1981 Hestair Hope educational supplies catalogue and you'd be forgiven for noticing that it has a strong British influence, with more than 90% of the products shown made in this country.

You may call it patriotism. But we think of it as investing in the best quality that money can buy. And one order from the new Hestair Hope catalogue will prove it!

Hestair Hope
St. Philip's Drive, Royton,
Oldham OL2 6AG.
Telephone: 061-652 1411.

The Hestair Hope Catalogue

Fly the flag! Send for Britain's most up-to-date educational products catalogue, by Hestair Hope.
Contains more than 7,000 items with over 1,000 colour illustrations. Available FREE on request.

"Please send the 384-page Hestair Hope catalogue for 1981 to:

Name .....

Address .....

.....

Post Today. NO STAMP NEEDED IN THE U.K.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 34
Other Appointments 34

Primary Education
Headships 34
Deputy Headships Senior Masters/Mistresses 35
Scale 2 Posts 36
Scale 1 Posts 36

Middle School Education
Headships 45
Deputy Headships Senior Masters/Mistresses 45
Remedial Posts 45
Art and Design 45
Domestic Subjects 45
Economics
English 45
Mathematics 45
Modern Languages 45
Music 45
Rural Studies
Science 45
Other than by Subjects 45

Secondary Education
Headships 45
Deputy Headships Senior Masters/Mistresses 46
Remedial Posts 47
Art and Design 47
Careers 48
Classics 48
Commercial Subjects 48
Domestic Subjects 48
Economics 49
English 50
Geography 52
History 52
Humanities 54
Mathematics 54
Modern Languages 56
Music 57
Pastoral 58
Physical Education 58
Religious Education 59
Science 60
Social Studies 62
Speech and Drama 62
Technical Studies 62
Other than by Subjects 63
Appointments in Scotland 64

Sixth Form and Tertiary Colleges
Heads of Department 64
Scale 2 Posts 64
Scale 1 Posts 64

Special Education
Headships 64
Deputy Headships Senior Masters/Mistresses 64
Scale 2 Posts 64
Scale 1 Posts 64

Independent Schools
Headships 66
Deputy Headships Senior Masters/Mistresses 66
Classics 66
Commercial Subjects 66
Domestic Subjects 66
Economics 66
English 66
Geography 66
History 66
Mathematics 66
Modern Languages 66
Music 66
Pastoral 67
Physical Education 67
Religious Education 67
Science 67
Speech and Drama 67
Other than by Subjects 67

Deputy Headships Senior Masters/Mistresses 67
Art and Design 67
Geography 67
Modern Languages 68
Music 68
Pastoral 68
Science 68
Other than by Subjects 68

Colleges of Further Education
Heads of Department 68
Other Appointments 68

Colleges and Departments of Art
Other Appointments 72

Polytechnics
Other Appointments 72

Universities
Fellowships,
Studentships and Research Awards 72

Colleges of Higher Education
Other Appointments 72

Adult Education 73

Administration
Local Education Authority 76
General 76

Educational Psychologists 76

Examiners 77

Librarians 77

Miscellaneous 77

Outdoor Education 77

English as a Foreign Language 78

Appointments wanted

78

Other Classifications

Educational Courses 78
Personal
Announcements 78
Entertainments 79
For Sale and Wanted and Postal Shopping 79
Holidays and Accommodation 79
Home Exchange Holidays 79
Properties for Sale and Wanted 79

Nursery Education

Headships

CUMBRIA
COUNTY COUNCIL
KESWICK INFANTS' SCHOOL
NURSERY
Required for January 1982 or as soon as possible thereafter.
Application forms and further particulars available from the Assistant Education Officer (Schools), Hon. Office, Barrow-in-Furness to whom completed forms should be returned within 2 weeks of this advertisement. (1,459) 010-80

Other Appointments

EALING
LONDON BOROUGH OF
EDUCATION SERVICE
LAMBOURN FIRST AND MIDDLE SCHOOL
South Road, Southall, Middlesex.
Required for January 1982 or earlier if possible, a qualified and experienced Nursery teacher for this purpose built new 338 place school with a 60 place nursery unit. Attendance of multi-cultural schools would be considered a distinct advantage.
Scale 3 salary plus £750 London Allowance.
Application forms (SAE) from Headteacher to be returned by 3 July 1981. (1417)47 009-80

KIRKLEES
METROPOLITAN COUNCIL
Applications are invited from suitably qualified and experienced nursery teachers for Scale 1 vacancies in the following units at the following schools:-
HEP.415a
BAYLE TOWN C.E. (Cont.)
INFANT'S SCHOOL
(8 vacancies)
Warton Street, Savile Town, Dewsbury.
REF.414a
MOLDGREEN J. & I. SCHOOL
The Avenue, Moldgreen, Huddersfield.
REF. 413a
MILL LANE J. & I. SCHOOL
Mill Lane, Batley.
In addition to the above permanent vacancies the following schools have temporary nursery vacancies to cover the absences on maternity leave of the present members of staff:-
REF.415b
[illegible] Lane, Almondbury, Huddersfield.
REF.413b
MOUNT PLEASANT INFANTS' SCHOOL
Victoria Road, Lockwood, Huddersfield.
For general application forms obtainable from the Director of Education, Civic Services, Ref. B, Oldgate House, Oldgate, Huddersfield, HD1 6QW. (Quote ref. please), will be accepted from candidates to indicate which of the posts they wish to be considered for.
Completed application forms should be returned to the Director at the same address within 14 days of the appearance of this notice in the press. (1454) 004-80

WIRRAL
METROPOLITAN BOROUGH
GANNEYS MEADOW
NURSERY SCHOOL
Gannets Meadow Road, Woodchurch, Wirral, Merseyside L49 7HB
Required for September 1981 Assistant Teacher Scale 2. For this new open plan nursery school (Group 5). Nursery training and/or experience and an interest in team teaching essential.
Apply by letter to the Headteacher giving full details of training, experience and the names and addresses of two referees. Please enclose S.A.E. Closing date 30th June, 1981. (14110) 009-80

Primary Education

Headships

AVON COUNTY
(1) BROMHILL INFANTS' SCHOOL
Alington Road, Bristol BS4 4NY.
(2) HIGHRIDGE INFANTS' SCHOOL
Highridge Road, Highridge, Bristol BS13 8SF.
Applications are invited for the Headships of these schools. Vacancies from 1st January 1982, salary in accordance with Group 3.
Stamped addressed envelope for further information and application form (returnable by 3rd July 1981) from Director of Education, Education House, PO Box 174, James Barton, Bristol BS99 7EB. (1,478) 010-80

BARNET
LONDON BOROUGH
EAST BARNET INFANT SCHOOL
The Ridge, NW9 6LE
Roll 233
Required for January 1982. Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 school.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms and further details (s.a.e.) obtained from and returnable to the Director of Education Services, Town Hall, The Burroughs, NW4 4BE by 3rd July, 1981. (1417)49 010-80

BERKSHIRE
BATTLE COUNTY INFANTS' SCHOOL
Kendrick Road, Reading RG3 2PP
N.O.R. 96
Required January 1982, READ TEACHER (Group 3).
Application form and further details (from the Director of Education (RE/JEB), Shire Hall, Shinfield Park, Reading RG2 9XE (s.a.e.)). Closing date July 10th 1981. (1494)1 010-80

BERKSHIRE
COLLETON COUNTY PRIMARY SCHOOL
Colleton Drive, Twyford, RG10 0AX.
N.O.R. 300
Required January 1982, READ TEACHER (Group 5).
Application form and further details from the Director of Education (RE/JEB), Shire Hall, Shinfield Park, Reading RG2 9XE (s.a.e.). Closing date July 3rd 1981. (1494)2 010-80

BRADFORD
CITY OF
METROPOLITAN COUNCIL
Required for January 1982, suitably qualified and experienced teachers for the Headships of the following Middle Schools:-
EASTWOOD FIRST SCHOOL
Marlborough Street, Keighley. Group 4.
(re-advertisement).
The school at present has 235 children between the ages of 5 and 9 years, together with 40 children who attend the nursery class on a part-time basis. There is a multi-cultural school and initial work in English as a Second Language is an important part of the work of the school.
Previous candidates will be considered and need not re-apply.
Reference 81.81781.7783.

BRADFORD MOOR FIRST SCHOOL
Undercliffe Hall Road, Bradford.
Group 5.
(re-advertisement).
The school has 315 children on roll, including many who come from ethnic minority backgrounds. There is a 52 place nursery unit.
The post offers a challenge to the successful applicant in a multi-cultural setting.
A Social Priority Allowance is payable. Previous candidates will be considered and need not re-apply.
Reference 81.81781.7781.

Application forms and further details may be obtained from the Director of Education (Personnel Office), 4th floor, Provincial House, Market Street, Bradford BD1 1NP, where completed forms should be returned by 3rd July 1981. (1483)10 010-80

BRADFORD
CITY OF
METROPOLITAN COUNCIL
ST. CUTHBERT AND THE FIRST MARTYRS RC FIRST SCHOOL
Group 4 (children aged 5 - 10 years).
Required for January 1982, a suitable qualified and experienced teacher for the post of Headteacher. The school is modern and well-sited with delightful facilities.
Application forms and further details may be obtained from the Director of Education, 4th floor, Provincial House, Market Street, Bradford BD1 1NP.
Completed forms should be returned to the Chairman of Governors, Miss E. Lehner, The Presbyterian Manse, Bingley Lane, Bradford, West Yorkshire by 3rd July, 1981. Ref. BT 53681/7ZE. (1483)9 010-80

CORNWALL
EDUCATION COMMITTEE
Applications are invited for the following Primary Headship from candidates (male/female):-
LONGSTONE COUNTY PRIMARY SCHOOL, St. Austell
Group No: 4
Number on Roll: 306
Vacant from 1 January 1982. Closing date 1 July 1981.
Application forms and further details, from, and returnable to, The Secretary for Education, County Hall, Truro, TR1 3AY on receipt of a stamped addressed envelope. There is no Removal Expenses Scheme. (1483)7 010-80

CORNWALL
EDUCATION COMMITTEE
ST. MARY'S ALDED CHURCH OF ENGLAND PRIMARY SCHOOL
Pensance
Group No: 3; No. on roll: 195.
Vacant from 1 January 1982 or earlier.
Closing date: 13 July, 1981.
Applications are invited from communicant Members of the Church of England for the post of Headteacher.
Full details and application forms on receipt of a stamped addressed envelope from the Secretary for Education, County Hall, Truro, TR1 3AY, to be returned to: Canon P.F. Tidmarsh, Diocesan Board of Education, Alverton Terrace, Highcroft Hill, Truro, TR1 1JQ. (1483)8 010-80

DURHAM
COUNTY COUNCIL
HEADSHIP
CHESTER-LE-STREET BULLION LANE COUNTY INFANT SCHOOL
Group 4.
Application forms, returnable by 3rd July, 1981, and further details from the Director of Education, County Hall, Durham, DH1 5UL upon receipt of a stamped addressed, foolscap envelope. (1,710) 010-80

GLOUCESTERSHIRE
HEAD TEACHER required from 1st January 1982 for LARKFIELD INFANTS' SCHOOL, Lake Lane, Off Mottershead Drive, Longworth, Gloucester. 117 on roll. Group 3.
Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Sae/pse B.A.E. (14130) 010-80

HAMPSHIRE
COCKS HEATH COUNTY JUNIOR SCHOOL
Required January 1982 - HEAD TEACHER - GROUP 5.
Send S.A.E. to the Area Education Office, Walpole Road, Gosport, PO12 1NU, for details and application form, closing date 10th July. (1716)5 010-80

HERTFORDSHIRE
SPRUNGMEAD J.M.I. SCHOOL
Hailfields, Panshanger, Welwyn (Hatfield).
Re-advertisement
Applications are invited for the Headship of this school as from 1st January, 1982. Number on the roll is currently 230 and in the area are rising and the intake may be extended.
Further details and application forms from Divisional Education Officer, 9 Guessens Road, Welwyn Garden City.
Previous applications will automatically be considered. (1483)6 010-80

SHROPSHIRE
EDUCATION COMMITTEE
JOHN FLETCHER C.E. (CONTROLLED) JUNIOR SCHOOL, MADELEY, TELFORD, SHROPSHIRE
HEADSHIP
GROUP 5
The above post will be vacant from 1st September 1981. It is expected that the appointment will be made from 1st January, 1982.
Application forms and further details (send S.A.E.) from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND to whom they should be returned by Monday 6th July, 1981.
Shropshire County Council
TES810

ALLENBY FIRST SCHOOL
Allenby Road, Southall, Middlesex UB1 2HX
HEAD TEACHER Group 4
Required for January 1982. £769 London Allowance. Assistance with relocation expenses may be available in appropriate cases.
Application forms (SAE) and further details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned within two weeks of the date of this advertisement.
TES810

Ealing
EDUCATION SERVICE

HEADSHIPS
Applications are invited from suitably qualified and experienced Teachers for the Headships of these schools from 1st January, 1982.
North East Essex Area
Great Bromley St. George's C. of E. (Controlled) Primary School (Group 3)
Brook Street, Great Bromley. Closing date: 10th July, 1981.
Central Essex Area
Moulsham County Junior School (Group 7) Princes Road, Chelmsford, CM2 9DG. Closing date: 10th July, 1981.
Application forms and further details for the above posts available from (foolscap S.A.E. required) County Education Officer, Threadneedle House, Market Road, Chelmsford, Essex.
TES810
ESSEX County Council

New mood of confidence in Community corridors

Education ministers meet in Brussels next week amid growing feelings that European policies are at last finding their feet. Rory Watson talks to Ivor Richard, the EEC's commissioner for social affairs

Mr Ivor Richard: keeping unemployment at bay for 16-year-olds.

BRUSSELS: A new feeling of confidence and excitement can be felt among education administrators in the European Commission. Confidence that their efforts are now being recognized both by their Brussels colleagues and EEC governments. Excitement at the opportunities facing them.

This atmposphere has grown gradually since January, when education became the responsibility of Britain's number two commissioner, Mr Ivor Richard.

It would be erroneous to imagine that Mr Richard, a Labour MP for 10 years and Britain's man at the United Nations in New York between 1974 and 1979, came to Brussels anxious to take on the education brief. His first choice, after his UN experience, was to try for control of the EEC's overseas development policy. But when this failed, he settled happily for the social affairs portfolio, to which education was attached for the first time.

This change in the administrative structure is one of the main reasons for the more central role education is beginning to play in EEC policy making. Two weeks ago, a new integrated department for education and vocational training and youth policy, was established in the European Commission.

This was seen as a necessary step to end the anachronistic divide, still perpetuated in many national administrations, between responsibility for education and vocational training.

While the Commission has taken the lead here, governments are now beginning to tread the same path. The French, for instance, only last week put their vocational training department into the education ministry," Mr Richard told *The TES* this week.

A further advantage in this closer link is that 80 per cent of the EEC's social fund of almost £800m next year, is spent on vocational training. "We hope to be able to pool ideas drawing on the educational pilot project, and previous social fund activities organized by the mainpower authorities," Mr Richard explained.

As the EEC's unemployment rate continues to approach the nine million mark, greater emphasis in the EEC's education policy is being placed on the 16- to 19-year-old age group.

"We are not concentrating on this exclusively, but it is fair to say it will receive a very high priority now, and we also intend to see how the Community can help train people for jobs that will be provided by the new technology that is being introduced.

"I suppose if you had to sum up, our aim is to get a situation where a 16-year-old school leaver can get training and work for at least two years and does not have to face the spectre of unemployment until he is 18," says Mr Richard.

How this will be achieved apart from the existing pilot projects and linked work and training schemes is still unclear, but the urgency of the problem is recognized by all governments, and explains the fact that the subject is on the agenda for next Monday's meeting of EEC education ministers.

Ideas likely to be aired are the need to give special help to girls and young migrants; the promotion of innovation and creativity through the education system; and ensuring that young people in academic streams in upper secondary schools can take part in similar types of work as are offered to the young unemployed, so as to reduce polarization between the two groups.

Mr Richard has been in touch with the education authorities in several EEC countries over the last few months. On a recent visit to Edinburgh, he held lengthy discussions with officials in the Scottish Office on gearing the education system in central Scotland to the introduction of new technology. As a result, the Commission and the Scottish Office intend to collaborate on a study to determine what role the EEC may play in this development.

Mr Richard holds out no particular expectations for Monday's ministerial meeting. Apart from a discussion on the education and training policies in the context of unemployment in the EEC, ministers will be presented with a study compiled by the education department's computer network, Eurydice, on the impact of demographic change on education systems and be asked to support a programme on information on mutual recognition of academic diplomas in the Community – an excellent example, according to Mr Richard, of where the EEC can plug the information gap.

This deliberate down-playing of the meeting represents a more pragmatic attitude to Common Market governments and heralds a new approach to Brussels.

EEC officials have deliberately chosen not to build up expectations – and in certain cases, opposition – to education meetings. Instead, the future is likely to see greater emphasis on examining the common problems shared by all 10 countries to determine where the community may make a positive contribution, while at the same time continuing the EEC's earlier initiatives in the educational field.

France/Barbara Casassus

France's left turn sparks private fears

PARIS: Education was virtually ignored in the run-up to M François Mitterrand's election as French President in May but emerged as a major issue in the campaign for the parliamentary elections, the first round of which was held last Sunday.

The Socialist wish to create a "secular unified public education service" evoked scarcely more than a murmur from the private education lobby before M Mitterrand's victory, but immediately afterwards sparked off a heated debate fuelled by fears that private schools would be closed down and jobs lost overnight, if the voters gave the Socialists the legislative majority they need to push their programme through.

The controversy raised the spectre of the "school war" of 30 years ago, when bitter rivalry grew up between state and private education supporters, but achieved nothing at the ballot box for the existing centre/right parliamentary majority.

The Left, overwhelmingly dominated by the Socialists, captured 55 per cent of the votes last Sunday and is expected to gain considerably more seats in the National Assembly than its opponents in next Sunday's run-off.

In the five weeks between the presidential and the parliamentary elections private school supporters delivered impassioned speeches at a rapid succession of conferences and gatherings throughout the country, warning against the threat to freedom of choice.

Fourteen organizations sent a joint letter to parents declaring "Catholic schools are in danger (over 95 per cent of private establishments are Catholic). No serious negotiation is possible when the objective of integration is fixed in advance."

In an attempt to calm the mounting fears the new National Education Minister, M Alain Savary, released a first official statement on the issue three days after he took office. This repeated M Mitterrand's pledge to institute a decentralized unified education structure, but promised security of employment for teachers and emphasized the importance of a "pluralism of ideas, beliefs and ethnic origins" with this system.

The integration of private establishments and staff would be the result of "negotiation not unilateral decision ... through conviction not compulsion. Freedom in education will not be threatened," M Savary said, adding that some organizations had already agreed to negotiate.

The private education sector, which is strongest in western France accounts for about two million pupils, 16 per cent of the total.

But in many cases the term "private" is only partially applicable. The majority of the schools are already under contract to the state, according to the 1959 Debre Law. This offered two types of arrangement in exchange for varying amounts of public funds and a varying degree of government supervision: the simple contract under which teachers and their social security contributions are paid by the state, and the contract of association under which the Government employs the teachers and pays half of the school's expenses.

In return the establishment uses the same curriculum and timetable as its state-run counterpart and is subject to government financial and teaching control.

Primary schools mainly chose the simple contract, and secondary schools the contact of association. In both cases their rights were increased by further legislation in the 1970s.

The question of government subsidies is a central issue. The private sector is allocated 13 per cent of the 1981 education budget – and without this money many of the schools could not survive.

But M Savary has said repeatedly now that there will be no sudden cut-off in funds. Pending the outcome of negotiations on integration, for which there is not set schedule, he has invited schools with simple contracts to sign contracts of association and has promised to honour government commitment for the next academic year, both for funds and guarantee of employment.

United States/Clive Cookson

Year of the tax credit gets a postponement

WASHINGTON: This was supposed to be the year in which Congress finally passed an Act to give parents a tax credit for sending their children to private school.

Members have been proposing "tuition tax credit" Bills for 30 years and sometimes they have come very close to passage – in 1978 the legislation got through both the Senate and the House of Representatives but the two chambers could not agree on the scope of the Act so the whole thing failed.

After last November's election everyone assumed that in 1981 private school parents would get their tax break at last; for President Reagan had expressed strong support for tuition credits and so had the official platform of the triumphant Republican Party.

Curiously, however, it is now looking more and more as though the defenders of public education are going to fight off those dreaded tax credits yet again.

Senators Bob Packwood and Pat Moynihan, long standing proponents of tuition tax credits, have introduced the expected bill. It would allow parents a credit, up to $250 next year and $500 from 1983, for tuition fees paid to private elementary and secondary schools and all colleges and universities. (Self-supporting postsecondary students could take the money themselves.)

However, when the Senate subcommittee on taxation held hearings on the legislation last week, President Reagan's representatives poured cold water on the proposal. Education secretary Terrel Bell and Assistant Treasury Secretary John Chapoton said the administration still supported tuition tax credits – but did not want them just now. They asked Congress to delay action until Mr Reagan's main package of income tax and budget cuts has been passed.

All the signs are that conservative Republicans, who love the idea of tuition tax credits as a way to give more parents a choice between private and public education, are getting cold feet about the price of the proposal. The Treasury estimates that the Packwood-Moynihan Bill would cost the Government $2.7b in lost revenues in its first year and nearly $7b when it was in full operation.

"I am not confident that in the present climate of spending reductions and tax cut we will be able to muster the needed support for a new programme of assistance to nonpublic education" Senator Moynihan, a neoconservative Democrat, said last month.

Public education lobbyists are making politicians feel guilty about even considering a measure that would give a huge boost to private schools at a time when they are discussing cuts of 25 per cent or more in federal aid to school district.

The budgetary impact of tuition tax credits is not the only argument that the lobbyists are using against them. Another strong argument is that they violate the constitutional separation of church and state, because most private schools are church-supported (Roman Catholic parochial schools form the main category).

Civil rights groups object to tuition credits because they would help the all-white schools – which often call themselves Christian academies – that have sprung up over the past two decades to cater for parents who do not wish to send their children to integrated public schools. In theory the Internal Revenue Service (IRS), the American equivalent of Britain's Inland Revenue, might be able to ban credits for deliberately segregated schools, but the prohibition would be controversial and impossible to enforce.

On the level of higher education, the position is quite different because both public and private colleges and universities charge tuition fees (although students pay much less at state institutions). Therefore both sectors might be expected to benefit from the tax credits.

But in fact all higher education associations, from the United States Student Association to the Association of American Universities, are vehemently opposed to the proposed credits. That is because they believe Congress sees tax credits as a substitute for the Government's existing student loans and grants, which would then be cut back even more sharply than President Reagan has proposed.

The present aid programmes are "the best vehicles for distributing limited federal resources in a manner that best achieves equity and sensitivity to student's needs," said Paul Bradon, president of Reed College, who represented the American Council on Education at last week's hearing.

Sweden/Chris Mosey

Protests mount against cuts

STOCKHOLM: Pressure is mounting on Sweden's new Schools minister Mrs Ulla Tillander, a member of the Centre Party, to abandon cutbacks in education spending put into effect by her predecessor Mrs Britt Mogård, a Conservative.

Mrs Tillander has faced a barrage of demonstrations and press critism since she took over last month an the formation of a new Centre/Liberal coalition, following the collapse of a previous coalition which had also included the Conservatives.

A few days after she took office between 30,000-60,000 children from 90 Stockholm schools took part in a one-day strike.

Meanwhile 3,800 teachers also protested against the cuts in a rally organized by all the main teaching unions and the national parent/teacher association.

The government has cut state grants to local authorities for primary and upper secondary schools by two per cent as part of a £630m package of public spending cuts.

The immediate effect of the cutbacks being put into effect in Swedish schools include larger primary school classes, reductions in special education, cuts in funds for resources and extra-curricular activities, and curtailment of plans for pre-school including the scrapping of plans for day-care centres in many municipalities.

But the most controversial move is to cut the number of teacher-supervised lessons in upper secondary schools. It is this that has so far met with most criticism from teachers, pupils and parents.

EUROPE 82
Begin planning now! Send for our new advance information leaflet

- A wide selection of air and coach tours to Switzerland, Italy, Greece, Norway, Sweden, Denmark, Portugal, Holland, Germany, Austria, Russia, Belgium and Spain. Bargebreaks and Campbreaks in the UK.
- More tours by air and coach to French-speaking Switzerland with new excursions.
- New centres, hotels and excursions in the Rhineland.
- A new selection of centres, hotels and tours to Italy and Scandinavia.
- Details of our recently completed project and environmental study books **'Classical and Modern Greece'** and **'Italy down the Ages'** with a free copy for each pupil.

Special reductions for groups booking before 31st July 1981

Schools Abroad Group
Grosvenor Hall, Bolnore Road, Haywards Heath, West Sussex RH16 4BX
Telephone: Reservations – Haywards Heath (0444) 59011
All other calls – Haywards Heath (0444) 414122

Please send me Advance Information leaflet on EUROPE 82
Name:
School/Group:
Address:
Telephone:

PRIMARY DEP. HEADS
continued

ESSEX

HOLY CROSS R.C. PRIMARY SCHOOL, V.A.
Tracyes Road, Harlow CM18 6JJ
(Roll 119)
Tel: Harlow 24452
DEPUTY HEADTEACHER GROUP 4
(RE-ADVERTISEMENT)
Required for January 1982. Applications are invited from suitably qualified and experienced teachers. Practising Catholic essential.
Apply to the Area Education Officer, St. John's Road, Epping. Telephone - Epping 74641 Ext. 33.
Closing date: 24th July 1981.

POWERS HALL COUNTY JUNIOR SCHOOL
Rose Road, Witham, CM8 1NA
(Group 6) (Roll 330)
Tel: Witham 3-4328
DEPUTY HEADTEACHER
(Group 5)
Required January. Responsibilities include curricular/administrative matters, probably in the leadership of either Upper or Lower School.
Closing date: 10th July 1981.
Application forms and details available from the Headmaster. ST. JOHN'S C of E (CONTROLLED) PRIMARY SCHOOL
Clay Lane Grove, Colchester. CO4 4HX
Tel: Colchester 44088
(Roll) 308)
DEPUTY HEAD GROUP 4
January 1982. Experienced and enthusiastic teacher required to respond in curriculum/staff development in semi open-plan building. Ability to teach Music seen as advantage.
Application forms and further particulars from the Education Officer, Park Road, Colchester. Essex CO1 1UP. (Postcard, a.e. please). (14497) 011-80

ENFIELD

LONDON BOROUGH OF EDUCATION DEPARTMENT
LAVENDER JUNIOR SCHOOL
Lavender Road, Enfield, EN2 0BX
Roll 373
DEPUTY HEAD TEACHER required for January, 1982. Vacancy due to promotion.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and other expenses allowable.
Application forms and further details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver St., Enfield, EN1 3XG, to be returned by 3rd July. (141729) 011-80

HAMPSHIRE

THE HOLME C.E.
(CONTROLLED) INFANT SCHOOL
Crabtree Lane, Headley, Bordon.
DEPUTY HEADTEACHER required for this Group of School.
Application forms and further details available from the Headteacher upon receipt of a foolscap s.a.e.
Closing date for completed application forms 3rd July, 1981. (17623) 011-80

HERTFORDSHIRE

COUNTY COUNCIL
WALTER DE MERTON JM SCHOOL
Gammons Lane, Watford.
(Group 4)
Applications are invited from experienced, enthusiastic teachers for the following posts, which will become vacant when pupils transfer to the new school premises in September, 1981.
Application form and further details from the Divisional Education Officer, Glebe Courtyard, 31 Hempstead Road, Watford to be returned by Friday 1st July 1981. Please enclose s.a.e. (15868) 011-80

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SCAWBY COUNTY PRIMARY SCHOOL
Scawby, Brigg
Head Teacher: H. K. Gatenby
No. on Roll: 172; Group 4
Required for January 1982 for SRC (by if possible) DEPUTY HEAD TEACHER to have special responsibility for Juniors (Dept. Head). The successful applicant should be fully conversant with all aspects of infant education, with music an added advantage.
Application forms and details available from the Headmaster. ST. JOHN'S C of E (CONTROLLED) PRIMARY SCHOOL
Clay Lane Grove, Coleraine. CO4 4HX
Tel: Colchester 44088
(Roll) 308)
DEPUTY HEAD GROUP 4
January 1982. Experienced and enthusiastic teacher required to respond in curriculum/staff development in semi open-plan building. Ability to teach Music seen as advantage.
Application forms and further particulars from the Education Officer, Park Road, Colchester. Essex CO1 1UP. (Postcard, a.e. please). (14497) 011-80

ENFIELD

LONDON BOROUGH OF EDUCATION DEPARTMENT
LAVENDER JUNIOR SCHOOL
Lavender Road, Enfield, EN2 0BX
Roll 373
DEPUTY HEAD TEACHER required for January, 1982. Vacancy due to promotion.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and other expenses allowable.
Application forms and further details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver St., Enfield, EN1 3XG, to be returned by 3rd July. (141729) 011-80

HERTFORDSHIRE

COUNTY COUNCIL
WALTER DE MERTON JM SCHOOL
Gammons Lane, Watford.
(Group 4)
Applications are invited from experienced, enthusiastic teachers for the following posts, which will become vacant when pupils transfer to the new school premises in September, 1981.
Application form and further details from the Divisional Education Officer, Glebe Courtyard, 31 Hempstead Road, Watford to be returned by Friday 1st July 1981. Please enclose s.a.e. (15868) 011-80

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SCAWBY COUNTY PRIMARY SCHOOL
Scawby, Brigg
Head Teacher: H. K. Gatenby
No. on Roll: 172; Group 4
Required for January 1982 for SRC (by if possible) DEPUTY HEADT

extra

A WORLD STRATEGY IN THE CLASSROOM

By John Baines

At Pines School, Hertford, the older juniors were asked to design a space ship which would have to travel with its crew for 1000 years before reaching its destination. With no opportunity to pick up supplies *en route*, the people on board would have to survive using only the resources with which they set out. Unable to carry enough food, water and other supplies to last the whole time, they had problems.

"What about the dead people?" "What about sewage? We can't afford to throw it away." "Is there any way we can use the water over again?" "We'll need to take some of every plant and animal and make sure we always leave enough to grow more".

Slowly it dawned on them that they had unconsciously recreated in the spaceship a miniature earth – a complex, closed eco-system of which man was a part. They were beginning to appreciate the richness and bounty of nature and the way that species relate in an eco-system. They were beginning to realize the meaning of sustainable development.

In an exciting way, these children had been helped to understand the messages of the World Conservation Strategy (WCS), a document they may never have heard of. Compiled by an international group of experts brought together by the International Union of Nature and Natural Resources (IUCN) in cooperation with World Wildlife Fund and the United Nations Environment Programme, it took four years to prepare.

It was launched simultaneously in 34 capitals throughout the world on March 5 last year. It is concerned with the use man makes of the world's store of living resources – the forests, the oceans, the farmland, the coastal areas, the atmosphere, etc. It aims to encourage nations everywhere to adopt conservation policies now and provides guidelines to help them draw up these policies.

It says, "Human activities are progressively reducing the planet's life supporting capacity at a time when rising human numbers and consumption are making increasingly heavy demands on it." For example, we learn that in a world where famine is rife, 30 per cent of the world's arable land will be lost in the next 20 years if we do nothing to reverse present trends. If we do nothing, as many as one million species of plants and animals, many as yet of unknown value to man, could be threatened with extinction. Tropical forests – amongst the richest habitats on earth – are being cleared at the rate of 20 hectares a minute – an area the size of Wales everyday.

At least 25 of the world's major fisheries are seriously depleted by overfishing, so jeopardizing the future of all marine resources. It all adds up to a catalogue of mismanagement of our vital resources and we face the prospect of losing many of them.

The message is straighforward; we need to conserve natural resources so that they can regenerate naturally and supply us with our needs indefinitely. At the moment we are not allowing them to regenerate themselves and they are running out.

Those who seek to develop the world's resources for the good of mankind, should not regard conservation as a stumbling block. It is not necessary to choose between one or the other. Unless we conserve, there will be nothing to develop and unless we develop, we will not be able to survive. Any development must be sustainable if it is to benefit future as well as present generations.

The strategy shows how much we depend upon natural resources, identifies the priorities for conservation and proposes ways of achieving success. Conservation will only be achieved when three guiding principles are accepted by everyone and manifested in their behaviour and decisions in all areas of their lives.

These are:

1. The maintenance of essential ecological processes,
2. The preservation of the diversity of the earth's species, and
3. The careful and sustainable use of the earth's resources.

To achieve these conservation objectives, the behaviour of entire societies needs to be transformed. This requires the acceptance of a new ethic, one that embraces plants and animals as well as people. It is the task of environmental education to foster or reinforce those attitudes and behaviour compatible with this new ethic.

While it is important to get this message across to political leaders, planners, farmers, industrialists, foresters and the like, it is most important to get it across to children in schools.

If we fail to inform them about how we depend upon nature for our survival, to teach them basic ecological concepts, to help them towards an appreciation of their environment in other than purely economic terms, to show them the threats to the environment and the benefits of conservation and to encourage this new ethic, then we are not equipping them adequately to cope with the problems they will inherit from the present generation.

It would be quite unfair not to recognize the excellent environmental education taking place in many schools, but too often it relies upon the enthusiasm of one particular head or member of staff. While most schools include aspects of environmental education in their curriculum, it is frequently dealt with in an uncoordinated manner, some in the geography lesson, some in the biology lesson, and some elsewhere. Environmental education is a function of the whole curriculum and all subjects need to contribute to a properly coordinated programme.

As with individual subjects, a course should pay attention to content and a proper progression in concepts, skills and areas of experience. Without it, children are likely to leave school with a fragmented and hotch potch understanding of the environment and the need for conservation which may be of as little value as a broken pot for holding water.

It is easy for "experts" outside the teaching profession to put all the onus on the teachers, leaving them to translate the high sounding ideals into practical teaching programmes that are relevant and useful to the students while still allowing them to gain the qualifications that adult society regards as important. Those who recognize the importance of environmental education need support in a variety of ways from resources to in-service training.

Do they get support from their headteachers, local education authorities, professional associations, voluntary bodies in a way that is useful to them? How many l.e.a.s. or schools have stated a policy for environmental education? Are the examination boards accepting responsibility for making sure that exam syllabuses imposed on schools allow teachers time to develop environmental dimensions in their lesssons? With the change over to the new boards we have an excellent opportunity to rethink our approach, but there is little evidence that this will take place.

Everyone of us will ultimately play a part in the success or failure of the strategy. We each have the right to choose how to live our lives – if we choose to ignore conservation, we will be contributing to the degradation of the quality of life, but if we choose to support conservation, we will be helping the strategy to succeed. As teachers and responsible individuals, we should help children to make the right choice.

Copies of the World Conservation Strategy are available, price £2 including postage and packing from WWF, 29 Greville Street, London EC1N 8AX. A publicity leaflet is available free on receipt of SAE.

The Council for Environmental Education is the national centre for environmental education and supplies information to teachers about WCS, conservation and environmetal education in general. A special information pack for WCS has been produced containing pamphlets, brochures, catalogues, annotated bibliographies and an attractive "tabloid" on WCS specially prepared for teachers and group leaders.

Available from CEE, School of Education, University of Reading, London Road, Reading RG1 5AQ, the pack costs 75p including postage and package. The tabloid can be purchased separately for 40p inc p&p, or £2.20 for 10 inc p&p.

John Baines was head of geography at Rickmansworth School from 1971-75, an education officer at the Commonwealth Institute, London 1975-78 and is now director of the Council for Environmental Education.

CRISIS ON THE DOORSTEP *continued*

that exist locally. Within *any* environment the issues are legion – housing, job opportunities, mobility, shopping, recreation, design – any or all provide a suitable case for treatment. All require the development of cognitive and affective skills if they are to be studied fruitfully. All require investigation of the wider context; the decisions, opportunities, people, which surround each issue.

Local study is not parochial education. A look at the closure of a sugar refinery on the riverside in Hammersmith could well be limited to the effects on local employment, or to the future possibilities of the site, but it should also include an examination of the EEC policy which eventually closed the works and the national and regional trends which made it hard to keep the site in industrial use (almost by accident we christened this the "bottom up" approach).

Local study is not a subject in its own right. It is an approach that should underwrite most traditional subject disciplines to ensure that young people acquire the skills they will need to play an active part in their environment. At a middle school in Birkenhead, the children undertook a "facts and opinions survey, yielding written as well as statistical work. As their teacher comments "if we were doing graphs in the normal mathematical contexts we would not have gone so deeply into it, but we have the results which are there to be seen. We had an increased interest from all the children and a lot of maths work has been done by children who have quite a lot of difficulty normally being interested. But this time they were interested because it was something they were doing that was theirs."

Urban studies start from the point of local knowledge and gradually expand to study all the forces (be they local, regional, national or international) that have shaped the area. And lo and behold we can even bring in an appropriate look at other environments – coach trips, packed lunches and all. Not just the opportunity for a good day out to gawp at a little bit of "our cultural heritage", but the chance to see a wider pattern and to pick up the threads.

Far reaching ideas. Yet urban studies cannot claim to be the universal panacea, nor even claim to be the solution to the urban crisis. It must be seen for what it is – a method for translating concern about young people and the problems they face into a means of education which expands their learning opportunities, a method which could begin to give people insights and experiences with which to challenge the issues of the day.

The TCPA is a registered charity acting as a pressure group on many environmental issues. Its education unit was established in 1971 to develop the practice and theory of urban studies in and outside schools, mainly through their monthly magazine *BEE* (the Bulletin of Environmental Education). The unit also runs CUSC (The Council for Urban Studies Centres) and offers advice and support to teachers and environmental professionals wishing to take the plunge into urban studies.

TCPA, 17, Carlton House Terrace, London SW1Y 5AS. 01-930 8903

PROGRESS REPORT

Eileen Adams on the Schools Council Art and the Built Environment Project

In spite of the cuts, one area of expansion in curriculum development is the Schools Council Project "Art and the Built Environment". The initial research phase is at an end, and the report will probably be published early next year, together with three filmstrip/tapes prepared as an introduction to work.

The project base is now the Design Education Unit at the Royal College of Art, where Ken Baynes and I will work for the next two years. The work is being extended to the 11–16 age group, and we aim to develop a nationwide network of working parties involving teachers, architects and planners in curriculum development.

The project was initially set up by the Schools Council Art Committee in an attempt to extend and develop art education in schools. ABE work is concerned with developing environmental perception based on visual/tactile modes of study, with eliciting a subjective, affective response, and with developing discriminatory and critical skills as a basis for environmental appraisal. The focus of the work is the aesthetic and design aspects of environmental study.

This deals with areas of understanding not necessarily covered by subject disciplines such as geography, history, social studies and science, which normally deal with environmental study. The project sees it as the art teacher's responsibility, and has sought to explain the theoretical basis for this, together with an explanation of study methods and work undertaken by trial schools.

After four years' work, the number of contacts established had grown too great for the project to deal with on an individual basis. Teachers were asked to form curriculum development groups where they could meet to discuss possibilities for study, experiment with study methods, and report on work in schools.

However, it was evident that many teachers, familiar with approaching an exploration of the environment as artists, were less confident about tackling the critical and design aspects of the study. For that reason, architects and planners were invited to join the group, to share with the teachers their experience and expertise as environmental designers.

Thus a number of working parties were set up, involving professionals in a partnership to affect what is taught in schools. One of the first pilot schemes of this nature had been at Pimlico School in London, where architects worked with art teachers on the Front Door Project. Similar initiatives have brought together geography teachers and planners in other parts of the country.

The project team is now in contact with nearly 50 groups, in various stages of development – those that are already established, those that are planned, and those where a more formal commitment will probably develop in the future.

We aim to help establish new groups, support existing groups, liaise between them, and offer a focus for informal dissemination of the result of their work. This necessitates setting up adequate communication between the project and the groups, and between groups. Each month, the team produces a newsletter to report on current concerns, and distributes bulletins prepared by working parties.

The Bulletins will provide evidence of the range of studies undertaken, together with an explanation of how they have been developed, and perhaps offer opportunities for self-evaluation. The project will also circulate occasional papers, prepared by outsiders on subjects related to the project's concerns.

Groups are being encouraged to produce their own slide programmes and exhibitions as a means of reporting on their work. The emphasis is on explaining the education aims, the study methods, and how the work has been developed. Thus, teachers and interested colleagues are being directly involved in action research, where they are asked to initiate, develop and monitor studies and courses to develop this area of study in schools.

We believe that schools are not the only places where education takes place, and teachers not the only members of the community with a responsibility for education. The environment is one of the richest learning resources we have, and we can all make a contribution to children's learning. The working parties provide access to schools and teachers and an opportunity for positive and practical involvement by non-teachers in educational concerns.

Eileen Adams is a member of the Art and the Built Environment Working Parties Project team.

extra

MORE THAN DOODLES

By Philip Sauvain

Resources for Environmental Studies Teaching series, No. 17. Illustration for Environmental Studies. By Thomas H. Masterton and Cecile E. M. McLachlan. Available from Moray House College of Education, Holyrood Road, Edinburgh. Price £1.50 (including postage).

At first glance this book looks like a sophisticated collection of doodles, as if the agendas had been collected at the end of a particularly boring art college staff meeting.

Closer scrutiny reveals a far more serious intent, for this is a novel and enterprising attempt to improve the standard of graphicacy among teachers of environmental studies.

Hundreds of relevant drawings, illustrating topics from atolls to zebras, are featured to help non-artist teachers "become more knowledgeable and proficient in the use of simple illustration".

At one level *Illustration for Environmental Studies* can be used as a source book of helpful tips for use in the classroom.

At a higher level it can become a simple teach-yourself course for those who wish to improve the standard of the illustrations they draw, whether on the blackboard, or for use on workcards charts or the overhead projector.

Topic sequences are suggested covering basic structures of symbols and techniques of drawing, inventory of landform symbols, and graphic display conditions for the classroom.

On the debit side there are some rather wordy explanations of the authors' "emphases" and "purposes", sometimes expressed with less-than-felititous turns of phrase, while the organization of the topics in the book is odd – teddy bears on page 92 facing the "sinuous ridges" of sand dunes on page 93.

The reason for this unlikely juxtaposition is that the topics are presented in plain alphabetical order, in spite of the authors' insistence that this is not an "encyclopaedia of simple drawings". So page 4 showing simple *animal* drawings, ideal for infant teachers, is followed by page 5 on *annotations* providing a secondary school geography teacher with a diagram of an Australian cattle station and a secondary school history teacher with a diagram of an eighteenth century tidewater plantation in the American colonies.

The authors hope that this alphabetical sequence will give the opportunity to "browse with interest profit and pleasure", but many busy teachers, I suspect, might have preferred groupings of like with like instead.

All primary school teachers, and most secondary school teachers of environmental studies, geography, and other allied subjects, will find something of value in this relatively humble, 120-page "booklet" – particularly good value, even if it is printed on A4 and bound by staples inside two sheets of orange card.

HABITAT PACK

By Gillian Thomas

"Hedgerows and Walls" is the third and final project pack for secondary schools produced by the Nature Conservancy Council. It shows the importance of hedgerows as a habitat for wildlife and to encourage children to investigate their environment, particularly the relationship between conservation and agriculture.

Why hedges were made, how much land they occupy, why they are disappearing and their importance to animals and wildlife are among the topics discussed in part one. It also includes background notes and up-to-date statistics. Part two is a classroom questionnaire on the information.

Part three is devoted to suggestions for practical work to complement the classroom exercises. For instance, visits to county and parish record offices are suggested as a way of obtaining historical evidence about boundaries. Geological work revolves round the kind of soil in a particular area and an appendix explains how soil types can be identified.

Numerous projects are suggested on the biological aspects of hedgerows. For example, finding out the number of species which is a clear indicator of the hedge's age, how new species are introduced, the ground flora, what kind of hedge the birds like best, and the food it provides.

Not least is the effect of a hedge on crops. Vegetables planted at varying distances from a school hedge are suggested as a simple way for letting children discover what happens to them.

Looking at life on the seashore

The pack points out that comparatively few studies have been carried out on walls. It suggests that the results of any large scale projects by schools would be valuable reference material for local museums. In addition the Natural History Museum in London is collecting information on the effects of agricultural chemicals on lichens.

Two of the appendices are devoted to lichens as indicators of air pollution and they list six common types and their resistance to sulphur dioxide.

A pie-chart of land use in England and Wales, graphs which show hedges as breeding sites, and photographs are included in a useful set of 14 information pages. They are followed by lists of books for background information and guides on flora and fauna. The Pack ends with notes on how to conduct fieldwork as a "valuable practical experience rather than an out-of-doors lecture".

Hedgerows and Walls. £1.70 (inc. p. & p.) from The Interpretative Branch, Nature Conservancy Council, Attingham Park, Shrewsbury, Salop SY4 4TW.

PEOPLE PLACES PROBLEMS

URBAN GEOGRAPHY

MODELS AND CONCEPTS

George Gordon and William Dick

Urban Geography covers all aspects of the topic for G.C.E. 'A' level and S.C.E. 'H' Grade Examinations. It enables the student to tackle the Settlement Geography questions with confidence. Examines in detail the Central Place Theory.

ISBN 0 7157 1964-5

£2.95

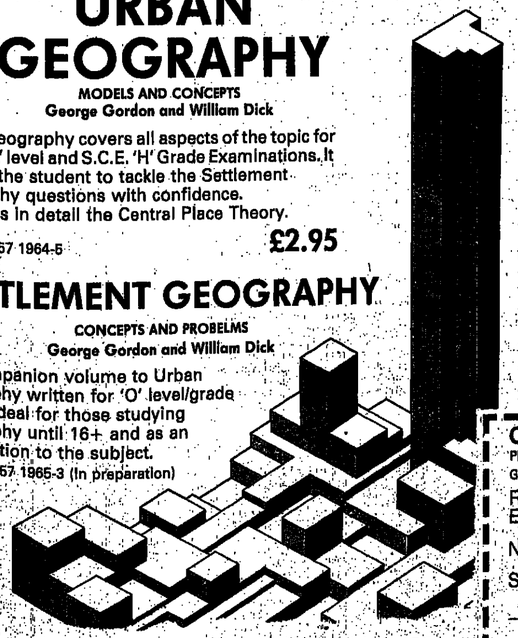
SETTLEMENT GEOGRAPHY

CONCEPTS AND PROBELMS

George Gordon and William Dick

The companion volume to Urban Geography written for 'O' level/grade pupils. Ideal for those studying Geography until 16+ and as an introduction to the subject.

ISBN 0 7157 1965-3 (In preparation)



WORLD ENVIRONMENTAL PROBLEMS

Kenneth Maclean and Norman Thomson

ISBN 0 7157 2023-6

£2.75

Jointly produced by Holmes McDougall and John Bartholomew.

A full colour NEW resource atlas
Invaluable at upper Secondary Level,
Dealing in detail with the problems of the 1980's
29 topics covered on a worldwide basis in 6 sections
Specific and comparative case studies

ORDER FORM

Please tick for Inspection Copies: URBAN GEOGRAPHY ☐ SETTLEMENT GEOGRAPHY ☐ WORLD ENVIRONMENTAL PROBLEMS ☐

Return to: Holmes McDougall Ltd., FREEPOST, Edinburgh EH6 0JL (no stamp needed)

Name_____

School_____

Holmes McDougall Limited, Allander House, 137-141 Leith Walk, Edinburgh EH6 8NS. 031-554 9444.

Holmes McDougall
The Teachers' Publisher

IN PREPARATION: WINTER

AN INTRODUCTION TO ECOLOGY NEW

J.C. EMBERLIN

Ecology is becoming an increasingly important area of study in schools, particularly as a preparation for more advanced degree level courses in Environmental Sciences and Environmental Management for example. However, there has been a lack of suitable texts on this subject at the appropriate level. This HANDBOOK, aimed specifically at the "A" Level student, sets out to provide a comprehensive but concise presentation of the subject that will remedy this apparent defect. Topics covered include ecosystems, productivity, population dynamics, migrations, British habitats and field techniques.

224 pp. approx. *Illustrated* *Approx. £2.95*

IN PREPARATION: WINTER

AN INTRODUCTION TO ENVIRONMENTAL ECONOMICS NEW

N.F. JUMP

The study of environmental economics is a rapidly growing area for which few suitable texts exist at an appropriate introductory level. This book remedies this apparent defect, including within its wide-ranging scope consideration of such topics as the problems associated with resources and pollution, cost-benefit analysis, recycling, and legislative control.

256 pp. approx. *Illustrated* *Approx. £5.95*

Now available in the "Aspect" Geographies Series

A GEOGRAPHY OF SETTLEMENTS

F.S. HUDSON

This book will serve as a concise introduction to the study of settlements for students preparing for "A" Level and starting degree courses. The latest edition takes full account of recent statistics and British local government reforms. "The text is very readable and the coverage comprehensive."

Geography

384 pp. *Illustrated* *£3.95*

A GEOGRAPHY OF TOURISM

H. ROBINSON

This book, which attempts to provide an introductory study of the subject, looks at the growth and phenomenon of tourism; its measurement and dimensions; its organisation and planning; the economic and social significance of tourism; the tourist and the environment; and the developments in regional tourism. It will be most useful to "A" Level and first-year university students and students preparing for relevant higher level BEC examinations.

512 pp. *Illustrated* *£6.25*

Teachers and lecturers may send for inspection Copies of any of the above titles. Write for the FREE Geography catalogue to Dept TS96, Macdonald & Evans Ltd., FREEPOST, Plymouth PL5 2BR (no postage stamp needed if posted in the UK).

BARTHOLOMEW EDUCATIONAL

ENVIRONMENTAL PROGRAMME
a fully interrelated teaching programme

comprising:-

- *ATLASES*
- *WALL MAPS*
- *OHPT's with WORK PADS*
- *GLOBES*

Why not find out more about it and send for our catalogue now:-

Name .....
Position .....
School .....
Address .....
Post Code .....

BARTHOLOMEW EDUCATIONAL, Duncan Street, Edinburgh EH8 9TA

extra

BUT ARE WE MAKING THE MOST OF IT?

Philip Neal on Environmental Education and the new General Certificate for Secondary Education (16+)

The chance to restructure any part of the educational system is rare indeed. But since the middle of the 1940s, the move to a tripartite system of secondary education, the creation of middle schools in some areas, comprehensive reorganization and the raising of the school leaving age have occurred.

The chance to change the examination system is even rarer. In 1951 the development of the O and A level GCE from the School and Higher School Certificate was one change; the creation of the CSE in 1965 was another. The reorganization into the General Certificate of Secondary Education, the 16-plus is a further opportunity for change. But are we making the most of it?

By July 1981, the 16 plus Examination Development Joint Council should have considered interim reports from working parties which deal with subject specific criteria. All this is being carried out before basic issues have been agreed. Little open discussion has taken place on examination policy, the principles involved, or the nature of the examination itself. With detailed discussion now at subject level, one fears that fundamental matters may not be considered sufficiently.

The subject working parties brought together people who were involved in the subject panels of the present examinations. It would appear that we may well have the same old people (and not necessary in terms of chronological age) thinking the same old thoughts, arguing the same old arguments and reinforcing their semi-fossilized attitudes of mind.

Whatever structures are created now will survive for years to come. Surely to base it on a series of unrelated subject examinations is to build haphazardly. "There is a very real need to prepare young people for the needs of the twenty-first century, yet some of the moves to bring together the various examination boards reflect the pattern of organization of years past. Though this, in itself is not necessarily bad, the conditioned thinking on traditional subject areas does need to be reconsidered."[1]

In curriculum development, many positive moves were made during the last decade, including recognition of the importance of language across the curriculum, the move from basic craft training to design education encompassing technical and domestic subjects as well as the arts, and the combined science approach of the School Council's Nuffield scheme. The past 10 years also have seen the identification and the rise of an integrated approach to learning which we term Environmental Education. It recognizes the importance of educating pupils about the world in which they live, and uses their world as a stimulus to other learning. But above all, it recognizes the importance of teaching children to respect the planet on which they live.

The World Conservation Strategy stresses that "Environmental Education forms an intrinsic part of all subjects". This is backed up by the Director General of Unesco who recently stressed the role of environmental education as "a dimension and not a subject to be incorporated in the educational process as a whole".

"The expansion of environmental education in secondary schools has been (affected by) the conflict between the inter-disciplinary nature of environmental education and the narrow specialised status of school subjects."[2] In its statement of aims, the NAEE recognized that "the examination system should be used where appropriate to ensure that acceptable academic standards in environmental education are maintained."[3] The frontiers of the subject based curriculum are being crossed inside schools which means that there must follow a similar communication between subject based examination panels. Unfortunately, the holistic nature of environmental education is usually sacrificed at this stage. Few would disagree with HMI Brian Arthur when he says "examinations should not create the curriculum and they should not inhibit teaching styles that in many cases they do so willy nilly. Is it wrong to seek to make their influence benign and to use them to stimulate the unenterprizing to help promote good curricular practice to form the basis of good examinations?"[4] Sufficient care is not being given to ensuring that the new examination structure reflects the progressive trends in our secondary schools.

I would propose that several examination coordinating committees are established. One of these would be for environmental education. Among others there could be: communication skills, design education, scientific awareness and economic literacy. That for environmental education would have under its control the subject specific working groups concerned with biology, environmental science, environmental studies, geography, geology and rural science. It would maintain close links with those subject panels representing art, the physical sciences, history and mathematics. Already subjects in my list now appreciate (or perhaps rediscover) the role they have to play in environmental awareness. "Geography helps pupils to understand their environment and how man uses it and misuses it . . . (it recognizes) the conflicting pressures on beautiful natural landscapes and man made scenery which need to be conserved." "Science education programmes and courses must be broadened at all levels . . . this must mean . . . a more flexible and imaginative use of resources including . . . the environment."[5]

If we continue to reflect in our examinations the idea that knowledge is located in water-tight compartments so, then, shall we continue to perpetuate the idea that the whole of life is compartmentalized. The appreciation of the delicate balance between man and nature will be lost. The interdependence of rural and urban living and the quality of life in both will not be understood by the student.

I am not suggesting that an over-lord panel of environmental education dictates to subject panels the content of their syllabuses. What I am suggesting is that all the subject areas involved, prior to considering individual syllabuses, are made to agree among themselves, aims and objectives for a broad strategy of environmental concern to be reflected in their examinations. If, as seems likely, English goes forward as a separate examination subject (probably written) with no attempt to evolve a master plan for teaching language across the curriculum, then what hope is there for an emergent curriculum area such as environmental education?

Before it is too late the joint council's timetable, which gives "the autumn of 1981 as the time for wide consultation with interested parties on the basis of the drafts agreed in the summer", ought to be extended. I hope, that any drafts agreed will not be just national criteria for subject syllabus structure, but will involve far wider issues.

That actual specimen papers in subject areas should be produced by Easter 1982 fills me with dismay. Surely the time is not yet here for composing rubrics. Before we come to answer "three questions from Section A, two from section B and all of Section C", let us sort out some basic strategy first. My cynicism leads me to believe that such is the influential power of the public examinations that the best immediate hope for educating the young to the environmental problems of the world is to ensure a positive place for environmental education in the 16-plus.

1. *Environmental education and the GCSE*, Occasional paper 7, NAEE Publications, Rednesham, Penkridge, Staffs.
2. *Ecodynamics* Vol 6 No 1, April 1981, Environment Liaison Centre, Nairobi, Kenya.
3. *Environmental Education — A Statement of Aims*, NAEE Publications.
4. B.C. Arthur, HMI Address to the Standing Conference of CSE Boards, October 1980.
5. *Geography and the school curriculum* — *Geographical Association*, January 1981.
6. *Alternatives of Science education*, Association for Science Education 1979.

Philip Neal is the general secretary of the National Association for Environmental Education and headmaster of Perry Common Comprehensive School in Birmingham.

KEY ROLE

Environmental studies in City and Guilds Courses. By Margaret Harrison

A standard environmental syllabus is being introduced into all the City and Guilds of London foundation courses from September; they include community care, agriculture, commercial studies, engineering and construction. Hitherto each has had a slightly different one.

"We regard an understanding of the industrial, social and physical environment as a very important component. It is essential to the philosophy involved", says Mrs Olive Fosse, consultant for the courses who was formerly head of City and Guilds Research and Development.

Introduced in 1976, the courses are a new departure for the institute which has been providing national examinations for craftsmen, technicians and operatives for more than 200 years. About half a million candidates are examined in more than 300 different schemes each year.

The aim of the courses, which are full-time, is to provide teaching for 15-17 year olds through a vocational interest. During this academic year, they have been followed by 15,000 students in schools and colleges, but the number of enrolments in September is expected to be very much higher.

"There was clearly a need for vocationally-oriented courses of integrated subjects for the less academic students", says Mrs Fosse. "Many find conventional subjects like English and mathematics of little appeal when studied in isolation.

"Environmental studies are relevant to every aspect of the courses, so they are excellent for encouraging an integrated approach".

Angela O'Neill, one of the administrators, reports enormous enthusiasm from both students and teachers in the schools and colleges which offer the courses. A key factor is undoubtedly the teamwork involved across the curriculum.

"For teachers used to single subjects, this can seem daunting at first", she says. "However, our assessors who make regular visits find that subject barriers are quickly broken down".

Tony Franks, course coordinator at Derby College of Further Education, has found that concentrating a course

continued opposite

KEY ROLE *continued*

on an entirely environmental approach is extremely effective because it provides a framework for introducing all the other components.

He begins each one at the individual level, which provides an opportunity to raise issues like health education. In the case of students in community care, there is an obvious link with pregnancy, childbirth and visits to the local hospital.

Then he moves on to the home: how it is planned, its facilities, safety aspects, budgeting and how to mend a fuse. Next comes the wider environment of work: conditions, safety (perhaps with a visit from an environmental health officer) and motivation.

Finally, he examines the students' environment in its broadest sense: the town, countryside and the world at large, with projects on local pollution, and safety and field trips, perhaps to Wales.

"Interesting non-academic children with little motivation in global environmental issues cannot be done by workdiscs" he says. "They need a varied approach at a level which means something to them personally. Only then can the teacher retain their interest and lead on to wider issues".

Recognizing that many teachers need guidance on how to approach the teaching of environmental studies, particularly within an integrated curriculum, the Institute organized a conference in February in collaboration with the Council for Environmental Education and Nene College, Northampton; it hopes to organize similar conferences in the future. Making the issues relevant to students surrounded by unemployment emerged as a major concern.

Explanatory notes for the courses include specimen questions, examples of teaching methods and a resource list.

Over the last few years the range of courses has grown to be increased and there is a growing number of assessors and moderators to help with their implementation and organization. Ivi Addison's film illustrates the philosophy behind the courses.

Surveying the first five years, Eric Byrne, consultant to the Institute of Vocational Preparation and a principal lecturer at Huddersfield Polytechnic, suggests that the key to success lies "in the relationships which teachers establish with their students, enthusiasm for the subject and in their imaginative use of the basic framework provided by the Institute".

Although numbers involved suggest that colleges are striking a new chord with those who might otherwise show little interest in academic emphasis on environmental studies undoubtedly making a contribution to this motivation.

Margaret Harrison is at the City and Guilds of London Institute, London W.C.1.

extra

A FOREST FOR LEARNING

Paul A. Moxey describes the Epping Forest Conservation Centre

Picnic lunch for a primary school visiting Epping Forest

Epping Forest has survived remarkably well. Its 6,000 acres of open land, with full public access, drive a green wedge into the suburbs of north east London, stretching as far south as Wanstead Flats and it is six miles from St. Paul's Cathedral.

To those that live in and around the forest, it is a much valued amenity that enhances both property values and, more intangibly, the quality of life. Like many other institutions, however, it is for many people more often appreciated in principle than visited in practice.

The communal memory is short, and few of those that enjoy the forest appreciate how nearly it was lost little more than a 100 years ago. Influential voices in the last third of the nineteenth century sought to enclose the surviving fragments of the Royal Forest of Essex and put the land to more profitable use.

Happily, a more far-sighted view prevailed and in 1878 the forest was saved by Parliament and since then the area has been under the care of the Corporation of London.

From Victorian times, the forest became a favourite venue, not simply for family picnics, but for firm and club outings, cycle rallies and school excursions. The essential purpose was recreational, to escape, however briefly, into surroundings which offered a happy contrast to the conditions of everyday life and work.

After the Second World War, and especially from the sixties, the pattern of use changed. Increasing leisure and private car ownership led to a rise in the number of short, informal family visits. At the same time, reflecting changes within schools, there was a marked increase in educational use and, under the stimulus of the media, a growing demand for information by public.

These changes stimulated the Corporation of London to establish a combined educational and interpretation service for the forest. This took shape as the Epping Forest Conservation Centre, built in 1970 to mark European Conservation Year.

Nineteen seventy seems a long time ago, and it is certainly beyond the effective memory of the students – and a good few of the teachers – that visit the Centre today. The objective of European Conservation Year was to promote a better understanding of the natural environment, in the belief that only upon such an understanding could a responsible attitude to its conservation be built. The validity of that view still stands at a time when the basic concepts of conservation are all too often shrouded in the mists of emotional and political confusion.

While the teaching programme of the centre has increased and altered in content, the underlying pattern remains the same. Functioning as a field centre for visiting schools, and providing both an information desk and a programme of guided walks for the general public, the Epping Forest Conservation Centre remains firmly committed to education about the natural environment in the broadest sense, and at all levels.

The Centre, at High Beach, has the distinction of standing on the site of Britain's first speedway

continued opposite

Are they too young to be told the facts of community life?

A lot of eight to thirteen-year-olds don't think so. Young people want to look around. They want to learn more about the world they live in. This growing awareness, the questions, are all part of growing up.

The whole range of middle school pupils are catered for in a new audio-visual kit "You and Your Community" produced by The Coca-Cola Export Corporation in association with the Educational Foundation for Visual Aid.

The "You and Your Community" kit, at an economical subsidised price, consists of four audio-visual filmstrips, each approximately 15 minutes, as follows:

LEISURE 39 frames — Section 1: Introduction—Our spare time activities. 2: Sports and Amusements. 3: Motor Sports. 4: Holidays.

HOMES 41 frames — Section 1: Introduction—The building in which we live. 2: Central Services to our Homes. 3: Local Services to our Homes.

TRAVEL 67 frames — Section 1: Introduction—The journeys we have to make. 2: Roads. 3: Airports.

WORK 39 frames — Section 1: Introduction — gaining the things we want. 2: Factories. 3: Shops and Offices. 4: Farms and Fishing Mines and Forests.

Each of the four filmstrips (available in half-frame or full-frame for mounting as slides) has a C60 cassette with commentary and audible cueing.

Full teaching notes, together with the commentary texts, are included in the Teacher's Handbook. The complete kit is supplied in a hard-wearing storage case.

"You and Your Community" is an educational aid in its own right. It is also an introduction or adjunct to "Man in his Environment", a unique study kit produced by The Coca-Cola Export Corporation and in use at nearly 8,000 schools. "Man in his Environment" is designed to teach young people some basic ecological principles, stressing the importance of environmental conservation and improvement.

Coca-Cola

Please send me:
..... sets of "Man in his Environment" at the subsidised price of £14.37 each inc. VAT*
..... sets of "You and Your Community" at the subsidised price of £13.73 each inc. VAT*
*Offer applies only to the UK
I enclose cheque/postal order/official order for:
£ .....
Signature .....
Name of School .....
Address .....
.....
The Coca-Cola Export Corporation
Atlantic House Rockley Road London W14 0DH

"Coca-Cola" and "Coke" are registered trade marks which identify the same product of The Coca-Cola Company.

Geological, Historical, Magical

Cheddar Caves, deep in the heart of the Mendips, provide a unique and valuable source of learning for children of all ages.

There is Gough's Cave, ¼ mile long and 500 ft below ground: the smaller equally fascinating Cox's Cave; and the Exhibition and Museum with its dioramas, life size Palaeolithic cave setting and famous Skeleton of 10,000 year old man.

School study notes are available, so is our 16mm colour film which can be obtained on FREE loan. And there are special rates—ALL YEAR ROUND—for parties of 20 or more. For booking form and all further information just return the coupon below.

CHEDDAR CAVES

"Location Scenes for HTV's exciting new children's Serial "The Labyrinth" were filmed in Cox's Cave.

Once visited never forgotten

I am interested in bringing a school party to Cheddar Caves. Please send me all details.

The Manager
Cheddar Caves
CHEDDAR, Somerset.
Tel: CHEDDAR (0934) 742343

Name ..... Position .....

School .....

Address .....

..... TES

Environmental Studies
a first course

T Jennings

"This is an excellent book and one that many teachers in secondary schools and F.E. Colleges have been waiting for".
Sean Carson, *Environmental Studies*

A genuine, coherent and comprehensive treatment of the subject, this book embraces all the major topics that feature in O-level/C.S.E. Environmental Studies/Science syllabuses. It establishes a clear framework for the whole subject and a worldwide overview of all environmental considerations, before concentrating on local habitats. It is extremely readable and massively illustrated with 175 photographs and 105 line figures.

For your inspection copy, please write to:

The Inspection Copy Department,
Pitman Books Ltd, 39 Parker Street, London WC2B 5PB.

Pitman Books

Environmental Systems D. C. Money

The first three titles in a major series for A level and Scottish H Grade students.
Each book looks at parts of the earth's surface which have in common climatic features and types of vegetation, but which exhibit a wide variety of landforms and micro-habitants.

☐ **Tropical Savannas** £1.50
☐ **Polar and Periglacial Lands** £1.50
☐ **Tropical Rainforests** £1.50

For inspection copies please tick titles required

Name (in capitals) .....

School .....

Address .....

To: The Inspection Copy Dept UK Division
Evans Brothers Ltd Montague House
Russell Square London WC1B 5BX

Evans

extra

THE NATIONAL ASSOCIATION OF FIELD STUDIES OFFICERS

By Ron Wilson

Throughout the British Isles there are at least 2,000 field centres run by a variety of organizations, including local education authorities, the Field Studies Council, trusts and private individuals.

Field studies are a valuable, if often under-rated, facet of the education service, and because of the specialized nature of the work, and the scattered distribution of the centres, staff may work in isolation, even though they are in constant contact with teachers and students. To offset these problems, the National Association of Field Studies Officers (NAFSO) was set up as a result of a Conference held in Hertfordshire in 1971.

The National Association of Field Studies Officers is the only association in Britain which is concerned solely with those individuals whose professional work involves them in the direct teaching of field and/or environmental studies. Membership is open to those staff – wardens, heads of centres, teachers, advisors – whose principal concern is the development and/or teaching of field studies in the widest context, whether they are employed by l.e.a.'s, the Field Studies Council or who work in privately administered centres. Associate membership is available to other people who have a responsibility for field studies, but for whom it is not a major element of their work.

With this in mind, NAFSO feels that it is imperative that any individual involved in full time field and/or environmental study activity should become a member. Only by doing so can this expanding area of the curriculum make its voice heard, and thus receive the support it needs to ensure that growth and development continues, especially in the present financial climate.

The insular nature of many field studies centres make it necessary that staff should meet colleagues from other centres to talk and exchange ideas and thrash out problems. Many centre staff are not able to do this on a regular basis, either because there are no other centres in close proximity or because their teaching commitments prevent this. The cooperation between the Nature Conservancy Council, a host education authority and NAFSO has ensured that this can happen at least once a year. For the past 13 years annual course/conferences have been held at various venues throughout the country.

The last conference was held in January at Horncastle, Lincolnshire, entitled *Sharing Fieldwork Experience*, and this was at the forefront throughout the conference, when other field study teachers, including those in urban centres, shared with conference members ways in which they used their particular environments. Next year's conference will be held in the Borders.

Apart from the structured and formal sessions at these conferences, the informal get-togethers, when members can air their problems, often find solutions, and pass on and collect tips and helpful advice, cannot be over-emphasized.

NAFSO also sponsors weekend regional conferences, enabling members in a particular area to look at field study facilities throughout the country. Again, the informal as well as the formal aspects of these meetings are considered invaluable.

With so many groups being taken into the countryside for "field studies", often ill-prepared, ill-equipped and ill-led, NAFSO (with many other organizations) has, since its inception, been concerned about the problems which this causes. Such concern has been borne out by the 1980 DART report "Groups in the Countryside". With more thag 2000 centres identified, and about 20 million person-days spent in the countryside each year by a variety of groups, this report has highlighted the severe problems which are arising in certain areas.

Because of its concern, and the fact that NAFSO is the only organization which caters for those individuals whose full-time professional work is in the direct teaching of field/environmental studies, it was in a unique position to prepare and produce a Code for Field Studies, which was published in 1979.

This has now been adopted by many local authorities, as well as a number of other organizations, including the Nature Conservancy Council which has reproduced the code in their school project material.

In the past NAFSO has been directly involved in much debate and discussion over the proposed Certificate of Leadership in Field Studies. Although NAFSO was, and still is, fully aware of the problems which the increase in field studies has brought to the countryside, it was felt that it would be impossible to administer certification, and reluctantly NAFSO decided not to support such a procedure.

NAFSO is an active member of the Council for Environmental Education (CEE), and as such has made representations on a variety of topics. Members of the Executive attend meetings regularly, and NAFSO has representatives on various CEE Committees and Working Parties.

In order to disseminate knowledge, and to keep members informed of and involved in developments, a *Newsletter* is circulated termly, and the *NAFSO Journal* produced annually. The latter has a wide circulation amongst non-members, and contains a variety of both practical and theoretical articles. In this year's issue topics include training for fieldwork; pond studies with a purpose; environmental education – towards a renewal of educational practice – a French approach; going private – the small end; history in fieldwork; an excursion into heraldry and do field studies develop educational awareness?* etc. In addition it is planned to collect together techniques which members have developed, with the aim of publishing them in a book.

From time to time "a survey of centres" is completed. This gives members invaluable information about conditions of service, salaries and allowances. These surveys have enabled members to put positive information to their employers when seeking up-grading, allowances for residential duties, etc. This is the only means of collecting such information, since there is no laid down procedure for the employment of teachers and conditions of service, in field centres.

The Chairman of NAFSO has made representations to various authorities where closure of centres has been intimated. In some instances the intervention has been timely, and resulted in a change of policy.

Because of the nature of the work, much of the field centre teacher's time is spent out of doors, where there are more potential dangers than in the classroom. Membership of NAFSO gives individuals a specially prepared insurance policy cover, which indemnifies them against certain claims.

* Copies of the current *Journal* (£1.45 inclusive of postage) and further information about NAFSO can be obtained from Ron Wilson, Everdon Field Centre, Everdon, Daventry, Northants, NN11 6BL.

The author of the article is Editor of the NAFSO Journal and Newsletter, as well as the author of a number of books, including "How the Body Works", "The Life of Plants", "The Back Garden Wildlife Scrapbook", "Vanishing Species" and "Wild Flowers".

FOREST FOR LEARNING

continued

track. There are three purpose-built teaching rooms, an information desk and exhibition area, and a small library available for consultation by the public and visiting teachers. It is managed on behalf of the corporation by the Field Studies Council who has a small resident staff of graduate biologists and geographers who are responsible for all the teaching.

The surrounding area provides ample opportunity. Lying between the valleys of the Rivers Lea and Roding, the forest sits on a ridge of London Clay capped by sands and gravels. This geological variety gives rise to a range of soil types, which is in turn reflected in the pattern of vegetation.

The centre's working ground includes ancient woodlands of beech, oak and hornbeam, younger areas of birch, heathland, grassland, ponds, streams and rivers. Areas of intensive public pressure are used to study the effects of man on the environment today, while the forest's rich historical legacy illustrates the influence of past human activity upon the ecosystem. For the geographers, an additional bonus is the proximity of the Lee Valley Regional Park and a variety of settlement types, including Harlow New Town.

About 12,000 students use the centre every year. As there are no residential facilities, visits are on a day basis and most groups travel by coach. Some, however, use public transport and are collected by the centre's minibus from Loughton Station, which is only 10 minutes' drive away.

Travelling time controls the size of the centre's catchment area, with most groups coming from Greater London and the adjoining parts of Essex and Hertfordshire.

A few travel further afield, from Buckinghamshire, Cambridge, Kent and Sussex. In age, they range from the top forms of primary schools to a few undergraduate groups, but with the emphasis lying increasingly at the secondary level examination classes in CSE, O and A levels.

At a time of financial restraint it is encouraging that the centre continues to attract new students. In part the explanation must lie in the high costs of residential courses, including transport, an expensive travel. Also, the centre's willingness to modify courses to meet the customers' requirements, and the fact that it can cater for whole classes, must help.

A high standard of equipment is important, but perhaps the centre's greatest asset lies in its staff's first-hand knowledge of their area. Learning is best achieved through involvement and the role of the fieldwork teacher is increasingly to guide his students. To ensure a high standard of that guidance is the best service that the centre can offer and the surest way to promote a greater understanding of the natural environment.

Details of courses and other services provided by the centre are available from: Epping Forest Centre, Centre, High Beech, Loughton, Essex IG10 4AF (Tel: 01-508 7714).

extra

STREET SCENE

Stephen Scoffham examines the educational potential of local side streets

Eighty per cent of British children live in urban areas and an even higher proportion are educated in urban schools. The vast majority are brought up in housing estates and mixed residential districts. This is the environment with which they are familiar and have known all their lives. For many of them it is their whole world.

Children who have been brought up in an urban context will possess largely urban experiences. This is significant, not least because educational theorists have demonstrated the importance of developing and extending the child's own experience in the learning process. By relating to the locality it is possible to establish a meaningful link between new knowledge and past experiences. If the child is to see the relevance of what he is learning it is crucial to establish this connection.

Unfortunately, only a few of us have been taught to take an interest in ordinary streets and buildings. We appreciate sites of recognized historic or aesthetic appeal but have little regard for the more modern housing that makes up a large part of our towns and cities. In a way this is understandable. Many residential areas seem rather characterless and appear to consist of little more than rows of repetitive and undistinguished housing. How then can we hope to use this environment as a teaching resource?

The first step is to explore and observe the local streets. A sketching outing is ideal for focusing the children's attention and even those of limited ability will be able to draw door-knockers, letter-boxes and decorative details. This will serve to build up their confidence and accustom them to working outside. Later, when the children are more familiar with the work, you can allow them greater scope or posit them to experiment with different techniques.

Language and written work may be introduced at an early stage. Annotated sketches are an excellent way to describe a street-scape. Alternatively, the children could choose appropriate words from a selected list. Then too, what the children see and experience while outside can be represented in imaginative prose or poetry. As they respond to their own environment, they often find something personal and meaningful to communicate that gives their work freshness and vitality. Thus, environmental work has great scope on a creative as well as an objective level.

Surburban streets and estates also can be used to develop and illustrate mathematical ideas. Tiles, pavements, windows and roofs are full of tessellating shapes. Infants can make a simple survey to see how numbers are used in the environment, older children can estimate the height of buildings and calculate ground areas. It can be especially rewarding to search out geometrical patterns and to study the role of symmetry in architecture and design.

As well as exploring and representing the environment it is important to introduce the children to a limited technical vocabulary. Buildings relate one to another to produce different visual, psychological and social effects. For instance, the view from the top of a block of flats suggests a sense of privilege and importance which is in sharp contrast to the cosy intimacy of a basement. So, too, the formal elegance of a classical façade is in opposition to the haphazard jumble of a medieval street. These effects are difficult to describe without a basic critical terminology. The language is relatively simple and can be acquired by children of primary school age but it needs to be learnt. (See *Townscape* by Gordon Cullen, Architectural Press 1961).

Almost inevitably during outings, children will come across plants and insects, so it is as well to be prepared. The chance discovery of spiders, ladybirds, seedlings or wild-flowers stimulates curiosity. After the children have recorded their finds in words or drawings, they could examine the distribution of steet plants or study the conditions favouring their growth. If they conduct their own investigations they may reveal some remarkable facts. For instance, the Oxford ragwort, now so common in city streets, originates from the slopes of Mount Etna, while Canadian fleabane probably entered this country as the stuffing for dead birds.

Their investigations sometimes prompt children to plan visits of their own. Among other things they might ask people how they like their house, construct a map of derelict buildings, make a survey of traffic densities or compare different architectural styles. In more established districts, it may be possible to search out historical clues such as boot scrapers and coal-hole covers. In modern areas, there will be inspection chambers and gratings set into the pavement which indicate some of the services provided by the local council.

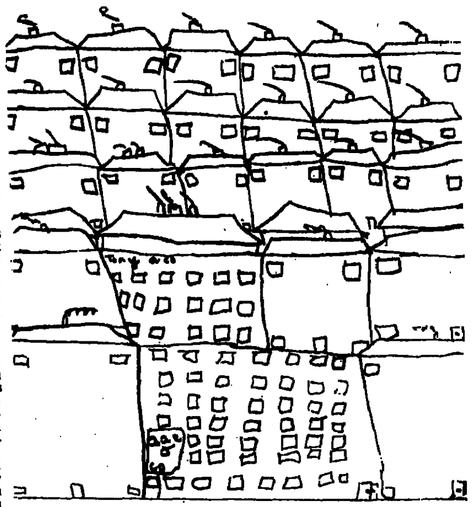
Research can be continued in follow-up activities. Old photographs, newspaper articles and maps may provide valuable insights into the changes that have taken place in a district. Reference books, directories, and pamphlets are another valuable resource. At some point the children will need to display their findings. Graphs, histograms and pie charts can be useful in this respect. In all this work the children will be drawing on different skills and reinforcing traditional subject learning.

Environmental work has an important part to play in the school curriculum. It draws on a wide range of skills and involves children with their surroundings on a practical level. As direct experience forms the basis of so much adult learning, children should frequently work from primary sources.

Sometimes it is argued that schools in deprived areas will only aggravate the cycle of deprivation by using their surroundings as a teaching resource. However, environments that are superficially impoverished are often older and more varied and thus have a greater educational potential than those which are more modern and prosperous. Neither is it true that the child's horizons will be stunted by an educational philosophy that makes his own experience the starting point for learning. Quite the contrary. If children know about and understand their own surroundings, they are much better able to make sense of societies and communities that are remote in space and time.

Children are quick to respond to any work which attributes value and significance to their own locality. Moreover, local work can provide them with an informed appreciation of the built environment what will become a source of lasting pleasure in future years. In view of the fact that most of us live in towns and cities it makes good sense to use the urban environment as a teaching resource.

Stephen Scoffham is author of "Using the School's Surroundings" (Ward Lock Educational 1980) and teaches at Barton Road Junior School, Dover, Kent.



"And I saw houses looking like they were sitting on each other."

"Two rabbiting and two woodlice came out of a hole to see what the noise was".

DIRECTORY

A series of 14 codes for those taking part in outdoor studies and activities are the "Code of Conduct for Conservation of Mosses and Liverworts" and "A Code for Insect Collecting."

They are listed, with details of how they can be obtained, in an appendix in the new edition of *The Directory of Centres for Outdoor Activities in England and Wales.*

Published by the Sports Council, involved in planning and development, it gives comprehensive information on more than 500 study centres, including for the first time urban as well as rural ones. As well as information on the location, facilities and services of each, their study environments are listed.

These include agricultural land, woods, mountains, seacoasts, inland waterways, marshes, caves, quarries, built-up areas, historic houses and medieval villages.

The directory is available from the Council for Environmental Education, University of Reading, Reading RG1 5AQ; price £2.50 including postage.

THE DEPARTMENT OF ENERGY NATIONAL SCHOOLS COMPETITION 1981.

Now's the time to fill in the registration form.

If you haven't received one, now's the time to fill in the coupon.

Post to (no stamp required): Department of Energy National Schools Competition 1981, Freepost, London SW3 6BR.
Please send me the introductory pack and registration card.

Name of Teacher .....
School .....
Address .....
.....
Postcode .....

Let's make energy go further

COMPETITION IS OPEN TO CHILDREN UNDER 16 ON 1 SEPTEMBER 1981. COMPLETED REGISTRATION FORMS SHOULD BE RETURNED BY 15 JULY 1981. CLOSING DATE FOR ENTRIES 30 NOVEMBER 1981.

extra

LONG MAY IT FLOURISH

P. D. Coker reviews the development of Environmental Studies syllabuses and is optimistic for the future.

The teaching of environmentally-oriented subjects is not a new development and traditional subjects such as rural biology or nature study had a small, but in many cases, very significant environmental input, mainly concentrated at the lower end of the age range in junior schools and the first few years of secondary education.

There has been a reaction against environmental degradation as a consequence of the demands of high technology and the alternative technology movement has flourished perhaps less flamboyantly than was the case 10 years ago. Nicholson (1970) drew attention to the environmental revolution which is beginning to impose severe restraints on world development. The writers of *Blueprint for Survival* (1971) indicated, for those prepared to take heed, the likely effects of ignoring this revolution and assuming that resources were more or less inexhaustible or renewable. It took the 1973 oil crisis to make people more aware of the difficulties and to disabuse planners and politicians alike of the "if we don't worry about it perhaps it will go away" attitude. .

It is against this background that modern environmental education has developed in Britain over the past 40 years. In schools and college, this subject is an area in which the breadth of the field of study can cause problems partly because of the scope of many examination syllabuses and the perennial question of teachers (and pupils), "How much *depth* of treatment is required?" In consequence of its breadth, examination classes are often 'team taught', usually with a biologist and a geographer, and occasionally with an input from other science or humanities staff.

In primary schools and lower forms of secondary schools, it is flourishing and has in most cases taken over from more traditional nature study, giving intellectual stimulation and the maintenance of links between school, home and the outside world. Regrettably, the situation is not nearly so satisfactory in the CSE or O and A level examinations – the experimental CSE, although more traditional subject areas have been modified by the inclusion of environmentally-orientated material into biology, geography and, to a lesser extent, history.

It would, perhaps, be useful and interesting to examine the development of the O and A level syllabuses within the University of London GCE Board and the numbers of candidates taking the subject each year. The O Level developed from the Rural Biology syllabus and was first examined in 1974 as rural environmental studies. It represented an attempt to get away from the old syllabus which had, in so many cases, been interpreted as an excuse to get the school grounds cultivated and maintained at low cost, and which had been thought of as a non-academic subject for the educationally less able pupil which might gain him or her a GCE pass.

The chief examiner did a great deal of excellent work and was responsible for the logical development of the syllabus to include both urban and rural aspects; in its revised form, the subject flourishes and there is valuable cross fertilization of ideas and approaches with the A level syllabus. Numbers of candidates taking the O Level examination with the University of London and passing (or gaining a Grade C or higher from 1975) were as follows:

1974	1975	1976	1977	1979	1980
535	707	847	951	1041	1080

The A level syllabus offered by the University of London was originally approved by the Schools Council for a trial period of two years, starting in 1973, and examined for the first time in 1975. The syllabus, devised by a county environmental studies adviser, several advisory teachers and a number of other teachers and specialists is a broad and searching A level which crossed many traditional subject areas and consequently appears to have caused a major stir at the Schools Council when it was submitted for approval.

Since then it has been examined, eventually granted for one examination, available to only a couple of dozen schools which had been concerned with its development. The author was appointed as chief examiner and 90 candidates took the examination in June 1975. The examination was formally taken over by the University of London in 1975 and was available to all centres from the 1977 examination. Numbers rose steadily but a decline (hopefully of only a temporary nature) was apparent last year.

1976	1976	1977	1978	1979	1980	1981
90	150	171	188	196	164	169
(entries received)						

Both the O and A level examinations include an element of teacher assessment of practical fieldwork and have a common aim of improving the candidate's understanding of man's environment and his part in it together with the development of a caring approach towards environmental control and maintenance. Details of the syllabuses are available from the University of London School Examinations Department and are published in the annual regulations and syllabuses relating to the University of London GCE examinations.

Both syllabuses are challenging, interesting and intellectually stimulating for teacher and pupil . . . but why are the numbers of candidates for the examinations so low, in comparison with, say, biology or geography? This question has exercized the minds of teachers and examiners alike and there is probably not one, over-riding factor which is responsible. From conversations with teachers and other educationalists, and with past candidates, the following points appear to be relevant:

(a) *The financial climate.* The subject *needs* resources to be taught effectively, but probably less so than other science subjects.

(b) *Potential employment opportunities* post O or A level, or after a higher education qualification). The general opinion is that these are poor (but few have heard of the "Careers for Environmentalists" guide produced by the Council for Environmental Education at Reading. This provides invaluable information on careers.)

(c) *Some teachers feel that their ability to teach such a wide syllabus is questionable* and would prefer to teach parts of it, preferably in association with other staff. This point arises from a conservative minority who feel that existing subject areas are sacrosanct and not in need of revision; some others may be induced to use this argument as a cover for intellectual stagnation.

(d) *Team teaching is difficult to timetable, and it is difficult to compete with conventional subjects which are more acceptable and more easily timetabled.* True – but there was a time when even the acceptable subjects like geography were regarded with suspicion. Environmental studies has a perfectly acceptable academic pedigree for certain higher education courses at most colleges, polytechnics and universities but battles must *still* be fought and won by teachers who wish to establish their subject on a part with the more establish curriculum subjects.

(e) *The subject has too much/too little scientific bias.* The evidence from higher education is that environmental studies is treated predominantly as a science subject for entrance purposes, but in some cases it is useful for making up the numbers of passes required for entry to non-scientific degree courses. Its main advantage is that it broadens the horizon of "scientist" and "non-scientist" alike.

(f) *The time factor.* In a crowded curriculum at O and A level, the problem of time available for environmental studies can be overcome as can the related problem of the viability of small classes which may be on the borderline of cost-effectiveness. Environmental studies can be, and has been, fitted into a timetable since it shares common ground with several of its constituent subjects.

(g) *The image of the "cranky" or "doom and gloom" environmentalist.* A frequent misconception which would not arise if the implications of the syllabuses were understood. The reverse is clearly stated in *all* syllabuses and few syllabus development teams are either unduly eccentric or pessimistic!

The situation in higher education is more promising since many degree courses offer an acceptable level of environmental studies input and take conventional A Levels or environmental studies as fulfilling their entry requirements. The range of courses is considerable and Carson (1978) lists colleges of education, polytechnics and universities which were offering such courses in 1976, although the situation is fluid and some new courses are on offer.

Degree courses may be vocational (for example, environmental health or architecture) or non-vocational where the final qualification will not necessarily confine the graduate to a particular speciality.

Employment prospects range from "very good" in the case of vocational degrees (where full or part sponsorship by a local authority or employer is frequently available, particularly in "Sandwich" courses) to "average" in the case of less specialized degrees. Several colleges and polytechnics currently offer diploma courses in environmental health either at post A level or as a post-graduate qualification; the possession of a degree or diploma in this subject is mandatory for those wishing to enter local government as an environmental health officer.

The future of environmental studies looks reasonably optimistic in spite of the problems. Frequently, it brings out the best in both teacher and student, often it stimulates a previously inert or unreceptive mind into intellectual and practical activity and if it does this, it must be worth encouraging. No doubt, there are good and poor teachers; but the same could be said of mathematics or chemistry. The subject, if well taught, frequently stimulates not only its active participants but also provides a livelier, more responsible ethos among their peers.

Long may it flourish and continue to remind us of the problem with which living on a small planet with finite resources, we are faced, and prompt us and succeeding generations to do something about them.

From this point of view, environmental studies is an essential and entirely appropriate part of the education of young children and students, and should be a daily concern of the decision-makers.

Carson S. McB (ed.) (1978) Environmental Education, Principles and Practice. Edward Arnold. *"The Ecologist"* (1971) A Blueprint for Survival. Nicholson, E. M. (1970) The Environmental Revolution, Penguin Books.

Dr. Coker is at the School of Biological Sciences, Thames Polytechnic and is Chief Examiner in the Environmental Studies at Advanced Level for the University of London University Entrance and School Examinations Council.

BROCKHOLE

Dudley Wilson on the National Park Centre

Brockhole was once the home of Henry Gaddum. He certainly chose a Manchester businessman William splendid site overlooking Lake Windermere with a prospect of the high fells. He had this handsome house built for him in the early years of this century. Brockhole is now the National Park Centre open from spring to autumn for all to enjoy.

Visitors, particularly families and groups, come to Brockhole in their thousands. Some come by water from Bowness. Most use the spacious car parks just off the main Windemere to Ambleside road which is well served by buses.

Since its opening as the Lake District National Park Centre in 1969, Brockhole has proved an immense asset to the district. A fine formal garden shades into the natural sweep of meadow and wood to the lake's edge. Inside, whether moving through the most imaginatively mounted exhibition or munching home-made produce in the café, I found the emphasis to be on the highest standards of content and presentation.

To schools, college and groups from any youth organization wishing to get the best out of their stay in the Lake District, contact is especially rewarding on two counts. There is first the place itself, as I have outlined, plus a daily programme of attractive events ranging from "Meet the Author" lectures to beautifully photographed slide shows, films and even puppet entertainments. Brockhole is then a lively place as well as a lovely one.

Secondly, there is the information and educational side. Brockhole's information service publishes dozens of leaflets packed with ideas for study, pleasure and interest holidays or stays. Over and above this is the youth and schools liaison service which dovetails into the Brockhole establishment. This service was set up at most National Parks as a result of concern in the early 1970s at high-level accidents, such as that in the Cairngorms, to youth groups.

Any party wishing to use the Lake District for its environmental studies field course should certainly contact Stephen Drinkwater at Brockhole or Gerry Wilson, the youth and schools liaison officer; Gerry is based at Blencathra and he caters for the northern sector in particular.

A tremendous variety of groups come to the lakes and the region is intensely used with more than 40 permanent outdoor residential centres, 22 youth hostels and plenty of guest houses and hotels which welcome school, youth, college and university parties. Many establishments maintain their own Lake District base. It is no part of the officers' brief to encourage more visitors to the region. Their task is to see that standards of group leadership and behaviour are raised still higher by the provision of sound information and guidance.

Our national parks have to be "managed" so that we will continue to enjoy the scenery, derive benefit from studying the environment while ensuring that local inhabitants can continue to live as they wish. To achieve all this, constant care must be exercised by groups to see that they are properly equipped and are fully aware of the consequences of disturbing stock, damaging walls, leaving litter and so on.

Stephen Drinkwater can advise teachers which over-used sites to avoid and on the vexed matter of questionnaire surveys especially when "personal" questions of locals are included. There is undoubtedly a danger that educational sites, recreational areas, and even that once remote quarry or industrial remnant will become over frequented and groups turned away.

As a start, I recommend the admirable "Group Visits – Planning Pack" available from Brockhole. It contains a wealth of essential information. Teachers intending to lead a group could well travel to Brockhole on a research, planning and preparation trip. At the centre there is a small but well-stocked teacher resource room ideal for preparation. Teachers are made welcome.

The Blencathra resource centre is now open. Leaders may well prefer to join one of the residential courses at Blencathra. Two in particular, that on "Landscape, Livelihood and Leisure in the Lake District" and that devoted to "Field Party Leadership" strike me as being most relevant.

Another specially produced pack, "Tourism and Countryside Recreation", crammed with background information, statistical data, maps and study ideas, would make an excellent start for any group contemplating the topic. Stephen tells me that they are considering a similar pack on "Farming and Forestry".

The service at Brockhole has commissioned a small-scale, but undoubtedly useful report from Stephen Pennington of the geography department at Trinity and All Saints Colleges, Leeds. The study, to determine some aspects of the educational use of the Lake District National Park, is most welcome and well worth getting hold of by interested parties.

This brings me to the ranger service so ably led by John Wyatt with 11 full-time and more than 300 voluntary wardens to assist. Rangers are found wherever the people are in the valleys and on the fells. They are also willing to talk to groups. They organize a full programme of guided walks and pathfinder (trails to introduce young people to basic route-finding skills. Not the least of their duties is organizing voluntary group work on litter clearance, stone-wall repair and the keep of footpaths, tasks which need regular visiting groups from schools readily join in for a part of their visit.

Information

For details write to Youth and Schools Liaison Office, National Park Centre, Brockhole, Windermere, Cumbria, LA23 1LJ (Telephone Windermere 3467).

LTG

FIELD STUDY FACILITIES For Schools and Colleges Autumn '81/Spring '82

On the shores of Morcambe Bay and within easy reach of both the Lake District and the Yorkshire Dales, the Ashmeadow Centre provides an ideal base for all types of Field Study Courses. The Centre will accommodate up to 80 students in self contained units with classrooms, commonrooms, drying rooms, heated swimming pool and other recreational facilities. Lakeland Training Group staff are available to assist both with studies and as guides to the more inaccessible locations. Choose from either:

5 day Self-Catering/Self programming	£10.00 + VAT
5 day Full Board/Self programming	£32.00 + VAT
*5 day Full Board/Joint programming	£45.00 + VAT

** Includes in-course transport, outdoor equipment hire, (Waterproofs, boots etc.) tuition and assistance from L.T.G. staff.*

For further details together with a list of sites, etc, write or 'phone:
Field Study Facilities,
Lakeland Training Group, Ashmeadow, The Promenade, Arnside, Cumbria.
Tel: 0524 761710

JOSEPH ALLNATT CENTRES LIMITED
"FREE LEADERS' COURSE"
Friday 18th September to Sunday 20th September 1981
To introduce our new Centre in Dorset, a weekend "Course for Leaders" will be held at *St. Albans Centre, Lyme Regis.*
Set in thirteen acres of land with peaceful surroundings it is an ideal Centre for students of all ages. Facilities include: swimming pool, tennis court, hard and grass play areas, classrooms with visual aid equipment, central heating and colour T.V.
The Course, which is offered "FREE OF CHARGE", will commence on the Friday evening and close on the Sunday afternoon.
For full details and application form, please write to:-
D.V. MARTIN, F.C.A.,
Joseph Allnatt Centres Limited,
17 Knyveton Road, Bournemouth BH1 3QG. Telephone: 0202-29161

PRIMARY SCALE 1
continued

HILLINGDON
LONDON BOROUGH OF
ROTWELL PRIMARY SCHOOL
Botwell Lane, Hayes UB3 5AB
Required for September 1981, a Scale 1 Infant/Lower Junior Teacher (Scale 1 if considered suitable) with some experience. Must be practising Catholic.
Apply to the Chairman of the Managers at the school. London Allowance Payable. (14686) 015-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WESTERN DIVISION
Hartley C.P. School
Hartley, Dartford DA3 8BDH
Scale 1 teacher required. Must be able to take Games and P.E. Willing to take other specific interests. Scale 2 considered for suitable candidate. Closing date 19th June. Fringe Allowance paid.
Application forms (s.a.e.) from Assistant Education Officer, Essex Road, Dartford.
Bean Junior School
Bean Road, Bexley, Kent DA7 6EA
Scale 1 Teacher required from September with an interest in any of Music – Boys Games, Girls Games, Environmental Studies, Remedial.
It is possible for suitable Scale 1 teacher would be considered for a Scale 2 post (Allowance £813).
Application forms from Divisional Education Officer, Essex Road, Dartford DA1 3LU.
GRAVESHAM DIVISION
Istead County Primary Junior School
Lynn Road, Gravesend
Required for September 1981, two Scale 1 posts for children. Possibility of Scale 2 post for a suitable candidate.
Apply in writing, giving full details and names of referees to the Head at the school.
Meopham – Thong County Primary School
Valley Avenue, Chatham, Kent
Supply teacher required for the Autumn Term.
UNLSS academic year only to take a Scale 1 class during the second term to present teacher. Applicants must have special interest in Music.
Please apply to the Headmistress for a copy of which is available from the school.
MAIDSTONE DIVISION
Detling C.P. Infants' School
Scale 1 teacher required from September to teach music. Scale 2 allowance available from Divisional Education Officer, Maidstone.
Lenham C.P. Infants' School
(c.a., please) to whom they should be returned by 30th June, 1981.
CANTERBURY DIVISION
Wickhambreaux County Primary Junior School
Required for September, 1981, a Scale 1 teacher to teach Games and Music.
Application forms from the Divisional Education Officer, 78 Contonbury Road, Canterbury, Kent.
Ash, Sandwich
Ash Road C.P. School
Required for September, teacher with Music, Games must be Roman Catholic.
Apply to the Head Teacher at the School Annexe Road, Horns Bay.

LEICESTER
CASTLE DONNINGTON SCHOOL
Teacher, Hse Ad., under Secretary other than by subject. (14681) 015-80

NEWHAM
LONDON BOROUGH OF
ST. HELEN'S R.C. SCHOOL
Falcon Street, London E13 8DD.
Head Teacher: Sister M. Murtagh.
NURSERY/INFANT TEACHER
Scale 1.
Required September 1981.
London Allowance £765 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education, to be returned to The Chairman of Governors at the Manor Park Primary School, Bethnal Avenue, London E12 6JS. (14682) 015-80
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (14650) 015-80

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
OWLER BROOK NURSERY FIRST SCHOOL
Owler Lane – Boys Games, Girls Games, Environmental Studies, Remedial.
It is possible for suitable Scale 1 teacher would be considered for a Scale 2 post for a suitable candidate.
Apply in writing, giving full details and names of referees to the Head at the school.
MURRAY DIVISION
Totley – Thurcroy County Primary School
Totley Avenue, Chatham, Kent
Supply teacher required for the Autumn Term.
UNLSS academic year only to take a Scale 1 class during the second term to present teacher. Applicants must have special interest in Music.
Please apply to the Headmistress for a copy of which is available from the school.
HALLAMSHIRE DIVISION
Bradfield C.P. Infants' School
Scale 1 teacher required from September to teach music. Scale 2 allowance available from Divisional Education Officer, Mount-Pleasant, Sheffield 1 (s.a.e. please) to whom they should be returned by 30th June, 1981.
CANTERBURY DIVISION
Wickhambreaux County Primary Junior School
Required for September, 1981, a Scale 1 teacher to teach Games and Music.
Application forms from the Divisional Education Officer, 78 Contonbury Road, Canterbury, Kent.
Ash, Sandwich
Ash Road C.P. School
Required for September, teacher with Music, Games must be Roman Catholic.
Apply to the Head Teacher at the School Annexe Road, Horns Bay.

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and is bordered by Epping Forest. London Allowance to salary payable.
Kirkdale Centre, Kirkdale Road, London. E11 1HP.
Headteacher: Mrs. J. Little.
Required for September 1981, EDUCATIONALLY SUBNORMAL TEACHERS SCALE 1.
Applications are invited from teachers for work with children of pre-C.S.E. ability, many of whom are under achieving for a variety of reasons. Experience and interest in language development reading and communication cultural education or the humanities/social studies will be expected. Overseas experience or work in E.S.N. may also be relevant.
Application form and further details available from and returnable to the Teacher-in-Charge on receipt of s.a.e.
Closing date: 3rd July, 1981. (14669) 015-80

WILTSHIRE
AMESBURY, CHRIST THE KING R.C. AIDED JUNIOR & INFANTS SCHOOL
Earls Court Road, Amesbury, Wilts. SP4 7DN.
N.O.R. 335
Required for September, 1981, an Infant Teacher for the Reception Class.
Written letters of application to be sent to the Head Teacher stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 24th June, 1981. (14679) 015-80

WILTSHIRE
SWINDON COUNCIL
Wroughton C.P. (Mix.) & I. Junior, Infant & Nursery School
Avebury Avenue, Clayton Fields, Wroughton, Swindon
Required from September 1981, for three years, a temporary teacher, Scale 1, for a class of top junior-mixed ability pupils. Applicants will also be required to assist with games (e.g. football, rounders) and the school and must be prepared to take some of a Roman History.
Application forms (s.a.e.) from the Director of Education, Civic Offices, Pipe Hall, Swindon SN1 2JH. Closing date for receipt of completed forms 26th June, 1981. Please quote reference 1/81/SP. Applicants will be informed if they are to be interviewed.
Teacher required from September 1981, for three years, a temporary teacher, Scale 1, for a class of top junior-mixed ability pupils. Applicants will also be required to assist with games (e.g. football, rounders) and the school and must be prepared to take some of a Roman History.
Application forms (s.a.e.) from the Director of Education, Civic Offices, Pipe Hall, Swindon SN1 2JH. Closing date for receipt of completed forms 26th June, 1981. Please quote reference 2/81/SP. Applicants will be informed if they are to be interviewed.
Wroughton C.P. (Mix.) & I. Junior, Infant & Nursery School
Avebury Avenue, Clayton Fields, Wroughton, Swindon
Required from September 1981, for three years, a temporary teacher, Scale 1, for a class of top junior-mixed ability pupils. Applicants will also be required to assist with games (e.g. football, rounders) and the school and must be prepared to take some of a Roman History.
Application forms (s.a.e.) from the Director of Education, Civic Offices, Pipe Hall, Swindon SN1 2JH. Closing date for receipt of completed forms 26th June, 1981. Please quote reference 2/81/SP. Applicants will be informed if they are to be interviewed.
Teacher required from September 1981, for three years, a temporary teacher, Scale 1, for a class of top junior-mixed ability pupils. Applicants will also be required to assist with games (e.g. football, rounders) and the school and must be prepared to take some of a Roman History.
Application forms (s.a.e.) from the Director of Education, Civic Offices, Pipe Hall, Swindon SN1 2JH. Closing date for receipt of completed forms 26th June, 1981. Please quote reference 3/81/SP. Applicants will be informed if they are to be interviewed.

LEICESTERSHIRE
LEICESTERSHIRE
CHARNWOOD PRIMARY SCHOOL
Nathan Street, Leicester
Scale 1 Special Priority Schools Allowance
Required August, nursery/

SUFFOLK
LEISTON MIDDLE SCHOOL
Waterloo Avenue, Leiston, Suffolk IP16 4BG
Required for September, 1981, teacher to take Games and Science with other specific interests. Scale 2 post plus Special Class Allowance.
Application forms and further details available from the Headteacher at the school concerned (stamped addressed envelope please) to whom they should be returned. (15749) 024-80

SUFFOLK
BEDFORDSHIRE
NORTHERN AREA
HOLYWELL MIDDLE SCHOOL
Red Lion Close, Cranfield, Beds.
Headmaster: Mr. T. James
Telephone: Bedford 750391
Required for September 1981, a Remedial Teacher, scale 1/2, to teach throughout the 9 - 13 age range. Scale two post available for a suitably qualified and experienced candidate.
Application form and further details from the school, s.a.e. please. (15747) 024-80

Middle School Education

Headships

DORSET
WAREHAM MIDDLE SCHOOL
Re-advertisement (previous applicants wishing to be reconsidered need not only inform CEO by letter)
Applications are invited for appointment as Head Group 6 from January. Interviews: September.
Application form and details (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester to be returned by 26 June. (15850) 024-80

WARWICKSHIRE
HERBERT FOWLER MIDDLE SCHOOL
Avenue Lane, Arley, Coventry, CV7 8NU
Appointment of Head
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 3 school (615 on roll) with effect from January 1982.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 26th June 1981. (15708) 042-80

Deputy Headships Second Masters/ Mistresses

KIRKLEES
METROPOLITAN COUNCIL
BIRKENSHAW MIDDLE SCHOOL
Bradford Road, Gomersal, Cleckheaton, West Yorkshire. BD19 4BE.
(NEAR, 481a)
Applications are invited from suitably experienced teachers for the post of HEADSHIP in Group 6 middle school which can be up to the age range 9 to 13 years. The appointment will date from September 1982.
Further particulars and application forms (s.a.e. please) from the Head Teacher to whom completed forms must be returned within 14 days of this notice. (14950) 021-80

Remedial Posts

Other Posts on Scale 2 and above

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
HOLYWELL MIDDLE SCHOOL
Red Lion Close, Cranfield, Beds.
Headmaster: Mr. T. James
Telephone: Bedford 750391
Required for September 1981 this is a temporary post until 31st August 1981, a part-time (1.5) Teacher of Art & Craft, Scale 1.
Application forms and further details from the school, s.a.e. please. (14454) 021-80

Domestic Subjects

ISLE OF WIGHT
COUNTY COUNCIL
WEST WIGHT MIDDLE SCHOOL
Queen's Road, Freshwater, Isle of Wight, PO40 9EP
Age range 9 - 13 years, 459 on roll.
NEW ASSISTANT TEACHER (Scale 1) to work with Group 3 School in 3rd and 4th years. The appointment is for the academic year 1981/82.
Application forms available from the Headteacher (SAE please) to be returned by 3rd July 1981. (17600) 065-80

SUFFOLK
BARRIS MIDDLE SCHOOL
Church Road, Lowestoft.
(No. on roll: 480 (9 to 13)
Required January, 1982, Teacher of Home Economics (Scale 1).
Application forms and further details available from the Headteacher at the school concerned (stamped addressed envelope please) to whom they should be returned as soon as possible. (15753) 029-80

English

Heads of Department

BEDFORDSHIRE
NORTHERN AREA
LINSLOW MIDDLE SCHOOL
Church Road, Linslow, Beds.
Headmaster: Mr. D. Pyatt
Telephone: Ridchin 813232
Required for January 1982, a Head of English, for this purpose built 9 - 13 Rural middle school.
Application forms and further details from the Headmaster, s.a.e. please. (14608) 031-80

BEDFORDSHIRE
NORTHERN AREA
WOODSIDE MIDDLE SCHOOL
Church Lane, Bedford
Headmaster: Mr C Copeland
Telephone: Bedford 50584
Required for September 1981, a Teacher of Biology and Chemistry, preferably able to teach Mathematics for the first year of this purpose built middle school.
Application forms and further details from the Headmaster, s.a.e. please. (14460) 040-80

BEDFORDSHIRE
NORTHERN AREA
KINGSBROOK MIDDLE SCHOOL
Oak Tree, Bedford
Headmaster: Mr. A Bowstree
Telephone: Bedford 50584
Required for September, 1981 a Teacher of Science, scale 1 for one year only.
Application forms and further details available from Director of Education, Shire Hall, Cambridge. Hertfordshire House, 8 Park Lane, Wembley, Middx. HA9 7RW and Community Education Offices, The Chase, North Shields, and should be returned to the Headteacher within two weeks of the appearance of this advertisement unless otherwise stated. (17707) 040-80

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
MARDEN BRIDGE MIDDLE SCHOOL
Tynedene Avenue, Whitley Bay, NE25 9UW
Headteacher: Mr. B.W. Charlton
Required for 1st September, 1981, Scale 1, TEACHER OF SCIENCE, to teach throughout the 9 - 13 age range.
Application forms and further details available from the Assistant Director of Education, Stella Road, Blyth, Northumberland. Closing date: 3rd July. (14673) 058-80

BEDFORDSHIRE
NORTHERN AREA
WOODSIDE MIDDLE SCHOOL
Church Lane, Bedford
Headmaster: Mr C Copeland
Telephone: Bedford 50584
Required for September 1981, a Teacher of Biology and Chemistry, preferably able to teach Mathematics for the first year of this purpose built middle school.
Application forms and further details from the Headmaster, s.a.e. please. (14460) 040-80

BEDFORDSHIRE
NORTHERN AREA
KINGSBROOK MIDDLE SCHOOL
Oak Tree, Bedford
Headmaster: Mr. A Bowstree
Telephone: Bedford 50584
Required for September, 1981 a Teacher of Science, scale 1 for one year only.
Application forms and further details available from Director of Education, Shire Hall, Cambridge. Hertfordshire House, 8 Park Lane, Wembley, Middx. HA9 7RW and Community Education Offices, The Chase, North Shields, and should be returned to the Headteacher within two weeks of the appearance of this advertisement unless otherwise stated. (17707) 040-80

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
MARDEN BRIDGE MIDDLE SCHOOL
Tynedene Avenue, Whitley Bay, NE25 9UW
Headmaster: Mr. B.W. Charlton
Required for 1st September, 1981, Scale 1, TEACHER OF SCIENCE, to teach throughout the 9 - 13 age range.
Application forms and further details available from the Assistant Director of Education, Stella Road, Blyth, Northumberland. Closing date: 3rd July. (14673) 058-80

Mathematics

STAFFORDSHIRE
EDUCATION COMMITTEE
WALSTEAD PRIORY MIDDLE SCHOOL
Beacon Rise, Dogue.
Required for September, 1981 to work mainly in the lower age ranges in this 9 - 13 middle school.
Application forms are available on receipt of a s.a.e. from the Headteacher.

Modern Languages

HEREFORD AND WORCESTER
COUNTY COUNCIL
BREDON HILL MIDDLE SCHOOL
Ashton-under-Hill, Evesham, Worcs. WR11 6ER
Required for September 1981, Assistant Teacher (Scale 1) to teach French throughout the 9 - 13 age range in the age range 10 - 13 years.
Application forms and further details can be obtained from the Headteacher on receipt of a s.a.e. (17677) 035-80

BEDFORDSHIRE
NORTHERN AREA
WOODSIDE MIDDLE SCHOOL
Church Lane, Bedford
Headmaster: Mr Copeland
Telephone: Bedford 50584
Required for September, 1981, a Scale 2 Teacher of French/General Studies.
Application forms and further details from the school, s.a.e. (14646) 031-80

Music

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
LICKHILL MIDDLE SCHOOL
Lickhill Road, Stourport-on-Severn, Worcs. DY13 9JP.
(9 - 13)
Required for September, 1981, experienced and well-qualified teacher of Music to teach throughout the 9 - 13 year range. The post is essential for teachers to have a keen interest in, and ability to teach, various instrumental groups, particularly recorders and guitars, as well as proficiency in piano and recorder for woodwind.

Scale 1 Posts

WIRRAL
METROPOLITAN BOROUGH
QUARRY MOUNT MIDDLE SCHOOL
Coronation Avenue, Wallasey, Merseyside, L45 5RZ
Mixed - 470: 10 - 13 years
Required for September 1981 ASSISTANT TEACHER, Scale 1, to teach Art. Ability to teach another subject preferable. Experience is required.
Apply by letter to the Headteacher, curriculum vitae and the names of two referees, or copy of letter of application if already submitted.

A flourishing Music/Movement/Dance Club is part of the extra- curriculum work involved.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (17675) 056-80

Science

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
KINGSBROOK MIDDLE SCHOOL
Oak Tree, Bedford
Headmaster: Mr. A Bowstree
Telephone: Bedford 50584
Required for September 1981 the post of Teacher of Science, Scale 2 HEAD OF SCIENCE, Scale 3 may be available for suitable applicant. The school has two fully equipped laboratories. Applicants should state special interests.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (17707) 040-80

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
WOODSIDE MIDDLE SCHOOL
Church Lane, Bedford
Headmaster: Mr Copeland
Telephone: Bedford 50584
Required for September 1981, for the Special Needs Unit for the Special Agreement Comprehensive with older pupils. Own laboratory available.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, and should be returned to the Headteacher within two weeks of the appearance of this advertisement unless otherwise stated. (17707) 040-80

Other than by Subject Classification

Other Posts on Scale 2 and above

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
BENTON BANK MIDDLE SCHOOL
Front Street, Longbenton, Newcastle upon Tyne NE12 8DU
Headteacher: Mr. R.S. Campbell
Required for January, 1982 or earlier, possible Scale 3 Experienced PRIMARY TEACHER.

It is hoped that the teacher appointed will initiate and develop work in one important area of the curriculum. Applicants should indicate their special interests in a covering letter.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0BY, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (17705) 043-80

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
WESTON MIDDLE SCHOOL
Weston Road, Bromyard, Herefordshire HR7 4HE
(9 - 13)
Required for September, 1981, fully qualified teacher for Year 4 (age range 8 - 9 years) to take a class in the Upper School. An ability to teach basic Mathematics and Science is desirable.
Application forms and further details from the Headteacher (s.a.e.). (15983) 034-80

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ST. ANGELA'S R.C. GIRLS' SCHOOL
Hitchin Road, Stevenage, Herts
Girls 10 - 880 on roll (105 in Sixth Form)
HEAD TEACHER
The Governors invite applications from suitably qualified and experienced practising Roman Catholic teachers for the above post which falls vacant on 1st January, 1982, following the retirement of the present Head. The school provides for girls of all abilities from 11 to 18.
Application forms and further details may be obtained from the Divisional Education Officer, The Grange, High Street, Stevenage, Herts. SG1 3BD. (17439) 058-80

Other Posts on Scale 2 and above

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
BENTON BANK MIDDLE SCHOOL
Front Street, Longbenton, Newcastle upon Tyne NE12 8DU
Headteacher: Mr. R.S. Campbell
Required for January, 1982 or earlier, possible Scale 3 Experienced PRIMARY TEACHER.

Secondary Education

Headships

BRENT
LONDON BOROUGH OF
CARDINAL HINSLEY BOYS' HIGH SCHOOL
Harlesden Road, NW10
Willesden 969 1111
Required from January 1982 HEAD TEACHER (Group 5) for the Special Agreement Comprehensive School, Victoria Catholic ecumenical. Vacancy due to retirement.
Application forms and further details available from Director of Education, Brent Civic Centre, Engineers Way, Wembley, Middx. HA9 0FJ and should be returned to the Headteacher within two weeks of the appearance of this advertisement. Closing date 3rd July.
London Allowance of £789 per annum is payable and there is a removal expenses scheme. Assistance with legal fees, etc., mortgaging and lodging allowance. (17614) 058-80

CUMBRIA
COUNTY COUNCIL
HENSINGHAM SCHOOL
Chester, Cumbria.
Required for September 1982, Headteacher for 11 - 16 years mixed comprehensive 11 - 16 years (1,150 on roll). Situated in Whitehaven. Closing date 3rd July 1981. (17613) 058-80

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ST. ANGELA'S R.C. GIRLS' SCHOOL
Hitchin Road, Stevenage, Herts
Girls 10 - 880 on roll (105 in Sixth Form)
HEAD TEACHER
The Governors invite applications from suitably qualified and experienced practising Roman Catholic teachers for the above post which falls vacant on 1st January, 1982, following the retirement of the present Head. The school provides for girls of all abilities from 11 to 18.
Application forms and further details may be obtained from the Divisional Education Officer, The Grange, High Street, Stevenage, Herts. SG1 3BD. (17439) 058-80

Ealing
EDUCATION SERVICE

FORSENDEN MIDDLE SCHOOL
Horsenden Lane North
Greenford, Middlesex UB6 0PB

HEAD TEACHER Group 5

Required for January 1982. £769 London Allowance. Assistance with relocation expenses may be available in appropriate cases.
Application forms (SAE) and further details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned within two weeks of the date of this advertisement.
TES/C20

Ealing
EDUCATION SERVICE

GEORGE TOMLINSON MIDDLE SCHOOL
Melbury Avenue, Norwood Green
Southall, Middlesex UB2 4HT

HEAD TEACHER Group 5

Required for January 1982. London Weighting £769.
Assistance with relocation expenses may be available in appropriate cases.
Application forms (SAE) and further details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5 SU, to be returned within 14 days of the date of this advertisement.
TES/C20

SPECIAL EDUC. SCALE 1
continued

WALTHAM FOREST

LONDON BOROUGH OF
The Borough is within easy reach of Central London and borders on the Epping Forest. London Addition to salary payable.
WELLS SCHOOL
MacDonald Road, London. E17 4LG
Head Teacher: Mr. P.R. Turner M.Ed.
DEPARTMENT FOR NON-COMMUNICATING CHILDREN (Primary Team)
Required for September, 1981, Teacher to work as a member of a team of 3 teachers supported by nursery and general assistance in this department which caters for primary-aged autistic/psychotic children with communication and emotional difficulties.
E.S.N. (M) DIVISION
Teacher to work as a member of a team of 4 teachers supported by a general assistant catering for 40 slow learning children of the E.S.N. (M) Division of the school.
The large special school proves a structured programme of education for a wide variety of handicapped children in separate departments. In-service training is offered to all members of the multi-disciplinary team. It is the Authority's present policy to consider secondment after a period of satisfactory service.
Salary: Scale 1 plus special school allowance.
Scale 1(2) for autistic qualified responsibility for organisation and administration. Closetabling, etc. with particular responsibility for the old girls. A small number of teaching periods allocated.
Burnham Scale with London Allowance.
Letters of application, together with full curriculum vitae, and the names of two referees, to the Headteacher as soon as possible.
(17643) 131-80

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 550 girls
Required September, full-time qualified teacher for Biology (Physics (Food & Nutrition), to organise the department and to be responsible for the "A" level Burnham Scale 3 salary according to experience. Outer London Weighting.
Apply immediately to the Headmistress, Croham Hurst School, 13, Croham Road, South Croydon, CR2 7YN, with curriculum vitae, testimonials and names of referees, or telephone in the first instance, 01-680 3064. (14985) 138-80

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 550 girls
Required September, full-time qualified teacher for Mathematics (Food & Nutrition), to organise the department and to be responsible for the "A" level Burnham Scale 3 salary according to experience. Outer London Weighting.
Apply immediately to the Headmistress, Croham Hurst School, 13, Croham Road, South Croydon, CR2 7YN, with curriculum vitae, testimonials and names of referees, or telephone in the first instance, 01-680 3064. (14985) 138-80

SURREY

SURBITON HIGH SCHOOL
The Church Schools Co. (Ltd.)
Surbiton, Surrey
Required for January 1982 following the appointment of the present Head of Physics.
This is a Group 6 two-form entry, school of 900 girls on the roll of whom about 60 are in the Sixth Form and 150 in the Junior School.
The Deputy Head will be associated to share in teaching throughout the school.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (17968) 131-80

SURREY

SURBITON HIGH SCHOOL
The Church Schools Co. (Ltd.)
Surbiton, Surrey
Required for January 1982 following the appointment of the present Head of Chemistry.
This is a Group 6, two-form entry, school of 900 girls on the roll of whom about 60 are in the Sixth Form and 150 in the Junior School.
The Deputy Head will be associated to share in teaching throughout the school.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (17968) 131-80

SOMERSET

KING'S COLLEGE
Taunton
Somerset Division, Woodard Corporation)
Required for January 1982 Head of the Classics Department to teach and take part in games throughout the school. Ability to coach some sport would be helpful. Other duties will be in accordance with the Burnham Scale, plus responsibility allowances, in the case of Heads of Departments. Full boarding facilities are provided, in addition to salary.
Application, together with full Curriculum Vitae and names and addresses of two referees to the Headmaster. (14904) 136-80

Deputy Headships Second Masters/ Mistresses

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
TW12 3HD. Tel.: 18 Senior Department 2401
DEPUTY HEADSHIPS
Applications are invited for the post of DEPUTY HEAD which will be vacant in January 1982 on the appointment of the present holder to the Headship of Shrewsbury High School for G.P.D.S.T.
The post involves considerable responsibility for organisation and administration, timetabling, etc. with particular responsibility for the old girls. A small number of teaching periods allocated.
Burnham Scale with London Allowance.
Letters of application, together with full curriculum vitae, and the names of two referees, to the Headmistress as soon as possible.
(17643) 131-80

SURREY

SURBITON HIGH SCHOOL
The Church Schools Co. (Ltd.)
Surbiton, Surrey
Required for January 1982 following the appointment of the present Head of Chemistry.
This is a Group 6, two-form entry, school of 900 girls on the roll of whom about 60 are in the Sixth Form and 150 in the Junior School.
The Deputy Head will be associated to share in teaching throughout the school.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (17968) 131-80

By Subject Classification

Classics Heads of Department

SOMERSET

KING'S COLLEGE
Taunton
Somerset Division, Woodard Corporation)
Required for January 1982 Head of the Classics Department to teach and take part in games throughout the school. Ability to coach some sport would be helpful. Other duties will be in accordance with the Burnham Scale, plus responsibility allowances, in the case of Heads of Departments. Full boarding facilities are provided, in addition to salary.
Application, together with full Curriculum Vitae and names and addresses of two referees to the Headmaster. (14904) 136-80

Other Assistants

HERTFORDSHIRE

THE RAPERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts, WD6 3AT
(500 Independent, 890 day girls. Boys to Sixth Form)
Applications are invited from well-qualified graduates for the post of Classics Assistant for the academic year beginning September 1981 to teach Latin to Classical Sixth Form students to Advanced and Scholarship level.
Salary Burnham Scale with Outer London Allowance.
Please write as soon as possible to the Head of Classics enclosing c.v., testimonials and names of two referees. (18873) 136-80

Independent Schools Headships

BATH

ROYAL SCHOOL
Applications are invited for the post of Headmistress/Headmaster which will be vacant in September, 1982, on the retirement of Miss Campbell.
The school is an independent boarding school with some 300 boarders and 100 day girls. Applicants must be University graduates, communicant members of the Church of England and preferably under 45 years of age.
Application forms and further information may be obtained from: The Bursar, 3, Northfields, Lansdown, Bath. (17856) 130-80

Deputy Headships Second Masters/ Mistresses

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
TW12 3HD. Tel.: 18 Senior Department 2401
DEPUTY HEADSHIPS
Applications are invited for the post of DEPUTY HEAD which will be vacant in January 1982 on the appointment of the present holder to the Headship of Shrewsbury High School for G.P.D.S.T.
The post involves considerable responsibility for organisation and administration, timetabling, etc. with particular responsibility for the old girls. A small number of teaching periods allocated.
Burnham Scale with London Allowance.
Letters of application, together with full curriculum vitae, and the names of two referees, to the Headmistress as soon as possible.
(17643) 131-80

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 550 girls
Required September, full-time qualified teacher for Biology (Physics (Food & Nutrition), to organise the department and to be responsible for the "A" level. Burnham Scale 3 salary according to experience. Outer London Weighting.
Apply immediately to the Headmistress, Croham Hurst School, 13, Croham Road, South Croydon, CR2 7YN, with curriculum vitae, testimonials and names of referees, or telephone in the first instance, 01-680 3064. (14985) 138-80

SURREY

SURBITON HIGH SCHOOL
The Church Schools Co. (Ltd.)
Surbiton, Surrey
Required for January 1982 following the appointment of the present Head of Physics.
This is a Group 6, two-form entry, school of 900 girls on the roll of whom about 60 are in the Sixth Form and 150 in the Junior School.
The Deputy Head will be associated to share in teaching throughout the school.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (17968) 131-80

Classics Heads of Department

SOMERSET

KING'S COLLEGE
Taunton
Somerset Division, Woodard Corporation)
Required for January 1982 Head of the Classics Department to teach and take part in games throughout the school. Ability to coach some sport would be helpful. Other duties will be in accordance with the Burnham Scale, plus responsibility allowances, in the case of Heads of Departments. Full boarding facilities are provided, in addition to salary.
Application, together with full Curriculum Vitae and names and addresses of two referees to the Headmaster. (14904) 136-80

Other Assistants

HERTFORDSHIRE

THE RAPERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts, WD6 3AT
(500 Independent, 890 day girls. Boys to Sixth Form)
Applications are invited from well-qualified graduates for the post of Classics Assistant for the academic year beginning September 1981 to teach Latin to Classical Sixth Form students to Advanced and Scholarship level.
Salary Burnham Scale with Outer London Allowance.
Please write as soon as possible to the Head of Classics enclosing c.v., testimonials and names of two referees. (18873) 136-80

Commercial Subjects

HERTFORDSHIRE

ROSARY PRIORY
INDEPENDENT HIGH SCHOOL FOR GIRLS
Elstree Road, Bushey, Watford, Herts.
To commence in September, part-time experienced teacher of Business Studies, Typewriting and Shorthand.
Applications giving curriculum vitae and the names and addresses of two referees should be sent to the Headmistress. (14003) 127-80

Domestic Subjects

CORNWALL

TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
(Independent Day and Boarding School, formerly Direct Grant)
SOCIETY OF CHILDREN OF THE FOUNDATION
Home Economics Specialist required in September 1981 to share in the teaching of Home Economics and Needlework to G.C.E. 'O' level and to C and A level. Burnham Scale 1 post.
Apply in writing giving details of training, experience and qualifications and addresses of two referees to the Headmistress, Truro High School, Falmouth Road, Truro. (18354) 138-80

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 550 girls
Required September, full-time qualified teacher for Home Economics (Food & Nutrition), to organise the department and to be responsible for the "A" level. Burnham Scale 3 salary according to experience. Outer London Weighting.
Apply immediately to the Headmistress, Croham Hurst School, 13, Croham Road, South Croydon, CR2 7YN, with curriculum vitae, testimonials and names of referees, or telephone in the first instance, 01-680 3064. (14985) 138-80

Economics

RUTLAND

UPPINGHAM SCHOOL
Required in September for one year, graduate to teach Economics to the Sixth Form.
Applications, which should state other subjects offered to The Bursar, Uppingham School, Uppingham, Rutland LE15 9QE, as soon as possible. (18972) 129-80

SURREY

Young BUSINESS STUDIES TEACHER required for G.C.E. 'O' and 'A' level ECONOMICS, COMMERCE and possibly Accounting in private residential College in Surrey.
Residential position with home duties.
Salary: £6,000 per annum dependent on age and experience. Superannuation.
Apply: The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (00080) 109-80

English

CLWYD

LOWTHER COLLEGE
Abergele, North Wales, Rhyl, North Wales
Required, for September, EFL teacher to teach to Cambridge Proficiency Level. Applicants must be willing to participate in the life of a boarding school and should be able to fill in with the games and hobbies programme. (14330) 130-80

ESSEX

FRINGES' SCHOOL SAFFRON WALDEN
Coeducational boarding school, governed by Society of Friends 350 pupils, 70 in Sixth form.
Required in September 1981 or as soon as possible thereafter qualified teacher to assist in English department throughout school, particularly with special interest in helping individual difficulties. Post would be post combined with Housemistress post. Girls' Burnham House for assistant part-time post. Applications (including names of two referees) to the Headmaster, John Woods. (18905) 130-80

HERTFORDSHIRE

ROSARY PRIORY
INDEPENDENT HIGH SCHOOL FOR GIRLS
Elstree Road, Bushey, Watford, Herts.
Required for September, experienced full-time teacher of English, to teach throughout the school. Burnham Scale 1 salary with Head's allowance.
Applications giving curriculum vitae and the names and addresses of two referees should be sent to the Headmistress. (14004) 132-80

KENT

BEDGEBURY SCHOOL
Required for September 1981, a fully qualified teacher of English, preferably English Specialist. An ability to coach games (Netball and Hockey) and wide interests and involvement is involved in school curriculum activities are a necessity.
For Duplex Scale 1 post, the post and the school in general apply to the Headmaster, to whom written applications should be addressed, or send a card for a full prospectus and application form. Early application is desirable as the post is likely to be filled quickly.
Bedgebury School, Goudhurst, Kent, TN17 2SH. (Goudhurst 211291. (18195/130-80

OLDHAM

THE HULME GRAMMAR SCHOOL
A suitable applicant for September to teach English throughout the school up to 'A' level. Salary according to qualifications and experience.
Applications with the names of two referees and preferably the first from which further details of the post may be obtained. (14964) 134-80

NORWICH

NORWICH SCHOOL
HMC - 700 boys
Graduate English teacher required from January or September 1982 to teach ENGLISH at all levels with some junior Latin.
Reis with sporting and other activities desirable. Salary Burnham according to qualifications and experience.
Applicants should write to the Head Master, Norwich School, The Close, Norwich, NR1 4DQ, giving curriculum vitae and the names of two referees. Previously applicants need not re-apply. (17563) 130-80

Geography

KENT

THE SACRED HEART SCHOOL
Beechwood, Farnbury Road, Tunbridge Wells, TN4 8DU
Catholic Independent School for Girls
REQUIRED IN SEPTEMBER Geography Graduate to share the subject throughout the school to O and A level. Full time preferred. For suitable candidate the post could be combined with residential pastoral work.
Apply with the names of two referees to the Headmaster. (14118) 131-80

LONDON

Part time Geography graduate required to teach up to O level. Surplus, in writing, to The Principal, Queen's College, 61, Harley Street, London WC1N 2ET. (14400) 131-80

SOMERSET

Young person to teach Geography to 'O' level and some junior science, Ability to assist with coaching Rugby and other games. Apply The Principal, St. Dunstan's School, Burnham-on-Sea. (18855) 131-80

History Heads of Department

LONDON

DULWICH COLLEGE
London SE21 7LD
Required for January 1982, a Head of the History Department. A large proportion of the teaching will be to 'A' 'S' and Oxford Scholarship level. As a Head of Side the successful applicant will be involved in the administration of the school, in planning for the future and in the welfare and guidance of pupils in the Sixth. Duties also his own salary scales and responsibility allowances available if necessary. Ability to assist with games will be an advantage.
Applications to the Master as soon as possible, giving the names, addresses and telephone numbers of three referees. (17939) 133-80

Other Assistants

CANTERBURY

ST EDMUND'S SCHOOL
Required for September (or January 1982) graduate to teach up to 'A' level in the school and to help with the teaching of French or Physics. The ability to coach 1st XI HOCKEY would be special recommendation, though not an essential qualification.
Apply with full curriculum vitae and the names and addresses of two referees to The Headmaster, St. Edmund's School, Canterbury, CT4 6HD. (17660) 130-80

ESSEX

BRENTWOOD SCHOOL
Required for September, 1981: GRADUATE to teach ENGLISH to G.C.E. 'O' Level and BRITISH AND AMERICAN POLITICS to A Level. Ability to teach American History at 'O' Level would be an advantage. Ability to coach Soccer, Cricket, Rowing or Shooting would be an asset. Brentwood Salary Scale. Applications (with curriculum vitae and addresses of two referees to the Headmaster, Brentwood School, Essex, CM15 8AS. (18062) 132-80

LONDON, SE23

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22
Required for September 1981: Assistant Teacher to share in the teaching of History throughout the school to Advanced and University entrance level.
The James Allen's Girls' School Salary Scale (Burnham plus) with Inner London Addition and Government Superannuation Scheme.
Interviews will take place in the week of 6th June. - 3rd June.
Apply, with copies of testimonials and the names of two referees to the Head Mistress at the school. (14410) 132-80

Mathematics Heads of Department

WOLVERHAMPTON

ROYAL WOLVERHAMPTON SCHOOL
Head of Mathematics Scale 3...
A key member of staff required to take up duties in January or January to lead a successful team. An outstanding candidate will be offered the Head of Mathematicship with appropriate allowance and accommodation. He would effectively be Deputy Head of Science.
Full details available. Apply with curriculum vitae and referees to the Headmaster, Royal Wolverhampton School, Compton Park, Wolverhampton. Tel. 0902 421820. (14482) 133-80

NORWICH

NORWICH SCHOOL
HMC - 700 boys
Graduate Mathematician required from January or September 1982. Must be able to teach up to A-Level and ideally Scholarship Level.
Write to The Headmaster, Shrewsbury School, SY3 7BA, for further details and application form with curriculum vitae and giving the names of two referees. (17189) 133-80

SUFFOLK

MATHEMATICIAN WANTED to teach part-time from September 1981.
Applications, with full curriculum vitae and names and addresses of two referees to be sent to the Headmistress, Felix Thornley Cleeve, Bellstone, Suffolk. IP11 7AB. (17438) 133-80

SURREY

MATHEMATICS TEACHER
Required for G.C.S. 'O' and 'A' level, in private recognised College of Further Education.
Salary will depend on age and experience. Option can be either residential or non-residential (or semi-residential), as soon appointed would be required to take over boarding duties. Would suit young person.
Apply, The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (14106) 133-80

SUSSEX

BATTLE ABBEY SCHOOL
MATHEMATICS GRADUATE required for September 1981 in girls' public school, to teach Mathematics to 'O' and 'A' level.
Apply to Headmistress, Battle Abbey School, with curriculum vitae and names of two referees. (14438) 133-80

Modern Languages

BEDFORD

BEDFORD LOWER SCHOOL
Required for September, 1981 to teach French to girls in the 8 plus age group. Some Upper School work would also be available for suitable candidate. Ability to help with games/activities desirable. Duties would be an additional advantage.
Bedford School Salary Scale. Further details may be obtained from the Headmaster, Bedford Lower School, Burnaby Road, Bedford MK40 2TU. Short application should be made, together with details, to reach him by 30th June, 1981. (18194) 134-80

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
Boarding and day school for 340 girls
September, 1981. Graduate part-time (approximately half time) teaching German to 'O' Level. Please write to the Headmaster. (18848) 134-80

Other Assistants

HERTFORDSHIRE

ALDENHAM SCHOOL
(HMC 300 boys Black Form Girls)
Required for September, graduate to teach MATHEMATICS throughout the school. Candidates must be willing to contribute an extra curricular activities and to the Activity programme. Applications with c.v. names and addresses of two referees to the Headmaster, Aldenham School, Elstree, Herts WD6 3AJ. (18113) 133-80

KENT

ST. MARY'S CONVENT
Ravenles Road, Folkestone
R.C. Independent Girls' Grant: 226 in the Sixth Form)
Required for September 1981 or January 1982, a graduate to teach Mathematics to A-Level. Willingness to help with extra-curricular activities desired. Second appointment of seven teachers.
Applications, curriculum vitae and names of two referees should be received as soon as possible. A Scale II post is available for a suitable candidate. (19332) 132-80

LONDON N16

OUR LADY'S CONVENT HIGH SCHOOL
F. 10 Amhurst Park, London N16 5AF
(V.A., 540 girls, R.C.)
Required September, 1981 for this three form entry girls' secondary school, teacher of Mathematics to 'O' level, and Science in the Lower School. Full or part-time appointment.
Applications in writing to the Headmistress quoting two referees (15768) 132-80

NORWICH

NORWICH SCHOOL
HMC - 700 boys
Required for January or September, 1982, Graduate Mathematician to teach the subject up to 'A' level. Possibility of Scholarship work.
Full access to computer and Additional Mathematics at 'O' level large Vth Form group taking single and double subject M.E.I. courses available for help with sporting and other activities desirable.
Salary: Burnham according to qualifications and experience.
Applicants should write to the Master, Norwich School, The Close, Norwich, NR1 4DQ, giving curriculum vitae and the names of two referees. Previously applicants need not re-apply. (17564) 133-80

SHREWSBURY

SHREWSBURY SCHOOL
Graduate Mathematician required at Shrewsbury School in January 1982. Must be able to teach up to A-Level and ideally Scholarship Level.
Write to The Headmaster, Shrewsbury School, SY3 7BA, for further details and application form with curriculum vitae and giving the names of two referees. (17189) 133-80

SUFFOLK

MATHEMATICIAN WANTED to teach part-time from September 1981.
Applications, with full curriculum vitae and names and addresses of two referees to be sent to the Headmistress, Felix Thornley Cleeve, Bellstone, Suffolk. IP11 7AB. (17438) 133-80

SURREY

MATHEMATICS TEACHER
Required for G.C.S. 'O' and 'A' level, in private recognised College of Further Education.
Salary will depend on age and experience. Option can be either residential or non-residential (or semi-residential), as soon appointed would be required to take over boarding duties. Would suit young person.
Apply, The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (14106) 133-80

SUSSEX

BATTLE ABBEY SCHOOL
MATHEMATICS GRADUATE required for September 1981 in girls' public school, to teach Mathematics to 'O' and 'A' level.
Apply to Headmistress, Battle Abbey School, with curriculum vitae and names of two referees. (14438) 133-80

Music Heads of Department

PERTHSHIRE

STRATHALLAN SCHOOL
Director of Music required for September 1982 or before if possible. This is an important post in the life of the school and the successful candidate will be responsible for the whole school music programme. Accommodation will be provided for a single or married man. Salary will be according to qualifications and experience. Application should be made with a full curriculum vitae and the names of two referees. (18074) 134-80

MANCHESTER

THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required for January 1982, a well-qualified graduate to teach FRENCH at all levels. Proficient German an advantage. Ability to coach games will be an added qualification. The school has its own salary scales.
Applications, with full curriculum vitae and names of two referees, should be addressed to the High Master, Manchester Grammar School not later than 3rd July. (17889) 134-80

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, TW12 3HD. Tel.: 979 2401
GRADUATE required from 1st November 1981 for a temporary post up to 30th June 1982. Degree and ability to teach one subject to 'A' level. Ability to coach games an advantage.
Apply to the Headmistress, with curriculum vitae and names of two referees, to the Headmistress. (17968) 131-80

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT13 0QS
Independent school for boys mainly from forces families, 700 pupils aged from 13 to 18 years, 200 in the Sixth Form
150 boy flats and 50 girls in the Sixth Form
Required for September 1981 if possible, a graduate to teach one Assistant Teacher to teach one or two periods of R.E. to the Sixth Form and to assist with games. Some work with the Sixth Form for the rest of the time. Preferably qualified teacher, who would be towards Orders but not necessarily so. Roman Catholic candidate preferred. Accommodation possibly available.
A part time teacher of French required for September 1981 to take the relevant periods in the Sixth Form. Salary Burnham Scale plus Inner London Allowance.
Write, enclosing full curriculum vitae and names of two referees, to the Headmaster. (17915)

SUSSEX

Required September 1981 qualified teacher to assist with games and some general activities throughout the school. Apply with C.V. to Headmaster, Vinehall School, Robertsbridge, East Sussex. (17854) 134-80

Other Assistants

HERTFORDSHIRE

ALDENHAM SCHOOL
(HMC 300 boys Black Form Girls)
Required for September, graduate to teach MATHEMATICS throughout the school. Candidates must be willing to contribute an extra curricular activities and to the Activity programme. Applications with c.v. names and addresses of two referees to the Headmaster, Aldenham School, Elstree, Herts WD6 3AJ. (18113) 133-80

KENT

ST. MARY'S CONVENT
Ravenles Road, Folkestone
R.C. Independent Girls' Grant: 226 in the Sixth Form)
Required for September 1981 or January 1982, a graduate to teach Mathematics to A-Level. Willingness to help with extra-curricular activities desired. Second appointment of seven teachers.
Applications, curriculum vitae and names of two referees should be received as soon as possible. A Scale II post is available for a suitable candidate. (19332) 132-80

LONDON N16

OUR LADY'S CONVENT HIGH SCHOOL
F. 10 Amhurst Park, London N16 5AF
(V.A., 540 girls, R.C.)
Required September, 1981 for this three form entry girls' secondary school, teacher of Mathematics to 'O' level, and Science in the Lower School. Full or part-time appointment.
Applications in writing to the Headmistress quoting two referees (15768) 132-80

NORWICH

NORWICH SCHOOL
HMC - 700 boys
Required for January or September, 1982, Graduate Mathematician to teach the subject up to 'A' level. Possibility of Scholarship work.
Full access to computer and Additional Mathematics at 'O' level large Vth Form group taking single and double subject M.E.I. courses available for help with sporting and other activities desirable.
Salary: Burnham according to qualifications and experience.
Applicants should write to the Master, Norwich School, The Close, Norwich, NR1 4DQ, giving curriculum vitae and the names of two referees. Previously applicants need not re-apply. (17564) 133-80

SHREWSBURY

SHREWSBURY SCHOOL
Graduate Mathematician required at Shrewsbury School in January 1982. Must be able to teach up to A-Level and ideally Scholarship Level.
Write to The Headmaster, Shrewsbury School, SY3 7BA, for further details and application form with curriculum vitae and giving the names of two referees. (17189) 133-80

SUFFOLK

MATHEMATICIAN WANTED to teach part-time from September 1981.
Applications, with full curriculum vitae and names and addresses of two referees to be sent to the Headmistress, Felix Thornley Cleeve, Bellstone, Suffolk. IP11 7AB. (17438) 133-80

SURREY

MATHEMATICS TEACHER
Required for G.C.S. 'O' and 'A' level, in private recognised College of Further Education.
Salary will depend on age and experience. Option can be either residential or non-residential (or semi-residential), as soon appointed would be required to take over boarding duties. Would suit young person.
Apply, The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (14106) 133-80

SUSSEX

BATTLE ABBEY SCHOOL
MATHEMATICS GRADUATE required for September 1981 in girls' public school, to teach Mathematics to 'O' and 'A' level.
Apply to Headmistress, Battle Abbey School, with curriculum vitae and names of two referees. (14438) 133-80

Modern Languages

BEDFORD

BEDFORD LOWER SCHOOL
Required for September, 1981 to teach French to girls in the 8 plus age group. Some Upper School work would also be available for suitable candidate. Ability to help with games/activities desirable. Duties would be an additional advantage.
Bedford School Salary Scale. Further details may be obtained from the Headmaster, Bedford Lower School, Burnaby Road, Bedford MK40 2TU. Short application should be made, together with details, to reach him by 30th June, 1981. (18194) 134-80

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
Boarding and day school for 340 girls
September, 1981. Graduate part-time (approximately half time) teaching German to 'O' Level. Please write to the Headmaster. (18848) 134-80

SECONDARY DEP. HEADS
continued

NORTHAMPTONSHIRE

RUSHDEN BOYS SCHOOL
Highfield Road, Rushden, Northants, NN10 9QD
Re-Advertisement
Wanted for January 1982, a RENTY BREAK (Group XC), at well-established boy's comprehensive school. n.o.r. 1,010.
The successful candidate will have a vital role to play in the new developments within the school, and will have specific responsibilities in senior management and administration.
Applicants are invited from teachers with appropriate qualifications and experience in either pastoral or departmental posts.
Previous applicants should indicate in writing if they wish to be re-considered.
Application forms and further details obtainable (s.a.e.) from the Headmaster, to whom completed forms should be returned by 1st July, 1981. (17643) 031-80

SHROPSHIRE

EDUCATION COMMITTEE
SHROPSHIRE OLDBURY WELLS SCHOOL
Bath WV16 5JD
Required September 1981
HEAD TO HEAD of Department
Comprehensive 11 - 18 Mixed Voluntary Controlled School of 1,000 pupils, which serves the small town of Bridgnorth and surrounding villages.
This is a unique opportunity for a new or recent graduate to play an important contribution to the development of the work of this established and successful school. We are looking for someone with the interest that the person appointed will stay with us for a long time, to be given experience of a variety of responsibilities and to play a full part in the management of the school. In the Sixth Form, which is expanding, students will have a major additional choice of courses including General Studies, and the school timetable and organisation will be closely involved with the Headmaster.
Rose and S.A.E. to the Headmaster for application forms, returnable within a fortnight of the date of this advertisement. (18418) 051-80

WILTSHIRE

CLEEVOD ST. THOMAS' C.E. (VOLUNTARY CONTROLLED) SCHOOL
Cleevod Road, Salisbury
Required Sept. 1981, Group 4B Graduate Teacher of Mathematics to 'O' and 'A' level. Group 10. Age range 11-18.
Required for January, 1982, as a post of promotion to Group 10 (Point 1) a graduate to undertake responsibility for the Lower School. Applicants are invited from qualified experienced teachers of Mathematics or Physics. The school serves the west of Salisbury and is situated on a single site in the green belt.
For details of the post from the Headmaster on receipt of foolscap s.a.e. (14338) 051-80

DERBYSHIRE

EDUCATION COMMITTEE
BUXTON COLLEGE
Buxton Road, Buxton
This six form entry (11 - 18) boys' Comprehensive School is situated in the delightful countryside of the High Peak.
Required for September 1981, a teacher with an interest in and commitment to REMEDIAL teaching in the Lower School. An ability to offer some Mathematics teaching would be an advantage.
Applications by letter to the Headmaster as soon as possible giving details of qualifications, experience and interests. The names and addresses of two referees should be enclosed. (18870) 054-80

SURREY

EDUCATION COMMITTEE
THE REDHILL COLLEGE OF FURTHER EDUCATION
Redstone Hill, Redhill, Surrey RH1 4AL
Required September 1981 or January 1982 a graduate to teach Mathematics to 'A' level and Scholarship standard. Ability to teach Computer Studies to 'O' level and Computer Science to 'A' level would be an advantage.
Salary: Burnham Scale 1 with Inner London Allowance.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Scale 1 Posts
Rose and S.A.E. to the Headmaster for application forms, returnable within a fortnight of the date of this advertisement. (18418) 051-80

WILTSHIRE

CLEEVOD ST. THOMAS' C.E. (VOLUNTARY CONTROLLED) SCHOOL
Cleevod Road, Salisbury
Required Sept. 1981, Group 4B Graduate Teacher of Mathematics to 'O' and 'A' level. Group 10. Age range 11-18.
Required for January, 1982, as a post of promotion to Group 10 (Point 1) a graduate to undertake responsibility for the Lower School. Applicants are invited from qualified experienced teachers of Mathematics or Physics. The school serves the west of Salisbury and is situated on a single site in the green belt.
For details of the post from the Headmaster on receipt of foolscap s.a.e. (14338) 051-80

DERBYSHIRE

EDUCATION COMMITTEE
BUXTON COLLEGE
Buxton Road, Buxton
This six form entry (11 - 18) boys' Comprehensive School is situated in the delightful countryside of the High Peak.
Required for September 1981, a teacher with an interest in and commitment to REMEDIAL teaching in the Lower School. An ability to offer some Mathematics teaching would be an advantage.
Applications by letter to the Headmaster as soon as possible giving details of qualifications, experience and interests. The names and addresses of two referees should be enclosed. (18870) 054-80

Scale 1 Posts

BARNET

LONDON BOROUGH OF QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts, EN5 4DQ
Comprehensive, Roll 1040. Sixth Form 180. London Allowance payable. Nearest train station Barnet.
Required as soon as possible, Teacher of SCIENCE EDUCATION with an opportunity to work for part or the whole in another Science subject, with responsibility for the teaching and qualifications of person appointed.
In approved cases assistance may be given towards removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Scale 1 Posts
Salary: Burnham Scale 1 with Inner London Allowance.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (17669) 054-80

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
THE HERTFORDYE SCHOOL
Hertingfordbury, Hertford, Hertfordshire
TEACHER OF REMEDIAL EDUCATION Scale 1 required for September, 1981. Responsible for the teaching of Mathematics to work with small groups of backward children in the full age range.
Apply to the Headmaster naming two referees and enclosing curriculum vitae. Further details are obtainable (s.a.e.) from the Teacher of Deafness. (14476) 054-80

LEICESTERSHIRE

LEICESTER RUSHEY MEAD SCHOOL
Melton Road, Leicester
LEICESTER SOAR VALLEY SCHOOL AND COMMUNITY COLLEGE
Gelnsages Avenue, Leicester
Comprehensive 11 - 16
Roll Leics. Rushey Mead 1805
Roll Leics. Soar Valley 1935
ENGLISH AS A SECOND LANGUAGE - SCALE ONE
Required August. To work half time in each school.
Apply to the Head teacher, Rushey Mead School, Melton Road, Leicester, LE4 7PA. (14289) 054-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROLGATE COMPREHENSIVE SCHOOL
Hilcote Drive, Rockwell Green, Chingham, NG15 6PX
Headmaster: E.T.S. Archer, B.Sc., M.Ed. (11 - 16)
Mixed: 1066 (11 - 16)
Applications are invited from suitably qualified teacher for the following post, commencing September, teacher (Scale 1) of Remedial Work, mainly in mathematics. Interest in Social Studies, History, Geography or Humanities an advantage.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (14411) 054-80

STAFFORDSHIRE
EDUCATION COMMITTEE
THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Cumberland Road, Tamworth
Required September 1981 well qualified REMEDIAL TEACHER (Scale 1) to work in the Remedial Department of this developing comprehensive school.
Application forms and further details can be obtained from the Headmaster at the school (s.a.e. please). (15899) 054-80

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex.
REMEDIAL - SCALE 1
Required September REMEDIAL Teacher in this well established 13 - 18 comprehensive school. The main teaching area will be in the basic subjects. Enthusiasm for teaching the less able more important than subject specialism.
Forms and details from Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement. (17743) 054-80

Other Posts on Scale 2 and above

STAFFORDSHIRE

EDUCATION COMMITTEE
THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Cumberland Road, Tamworth
Required September, 1981 well qualified REMEDIAL TEACHER (Scale 2) to work in the Remedial Department of this developing comprehensive school.
Application forms and further details can be obtained from the Headmaster at the school (s.a.e. please). (15899) 054-80

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex.
REMEDIAL - SCALE 2
Required September REMEDIAL Teacher in this well established 13 - 18 comprehensive school. The main teaching area will be in the basic subjects. Enthusiasm for teaching the less able more important than subject specialism.
Forms and details from Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement. (17743) 054-80

Scale 1 Posts

LEICESTERSHIRE

LEICESTER RUSHEY MEAD SCHOOL
Melton Road, Leicester
LEICESTER SOAR VALLEY SCHOOL AND COMMUNITY COLLEGE
Gelnsages Avenue, Leicester
Comprehensive 11 - 16
Roll Leics. Rushey Mead 1805
Roll Leics. Soar Valley 1935
ENGLISH AS A SECOND LANGUAGE - SCALE ONE
Required August. To work half time in each school.
Apply to the Head teacher, Rushey Mead School, Melton Road, Leicester, LE4 7PA. (14289) 054-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROLGATE COMPREHENSIVE SCHOOL
Hilcote Drive, Rockwell Green, Chingham, NG15 6PX
Headmaster: E.T.S. Archer, B.Sc., M.Ed. (11 - 16)
Mixed: 1066 (11 - 16)
Applications are invited from suitably qualified teacher for the following post, commencing September, teacher (Scale 1) of Remedial Work, mainly in mathematics. Interest in Social Studies, History, Geography or Humanities an advantage.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (14411) 054-80

STAFFORDSHIRE
EDUCATION COMMITTEE
THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Cumberland Road, Tamworth
Required September, 1981 well qualified REMEDIAL TEACHER (Scale 1) to work in the Remedial Department of this developing comprehensive school.
Application forms and further details can be obtained from the Headmaster at the school (s.a.e. please). (15899) 054-80

WEST SUSSEX

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex.
REMEDIAL - SCALE 1
Required September REMEDIAL Teacher in this well established 13 - 18 comprehensive school. The main teaching area will be in the basic subjects. Enthusiasm for teaching the less able more important than subject specialism.
Forms

SECONDARY ART SCALE 1
continued

TAMESIDE
METROPOLITAN BOROUGH

FAIRFIELD COUNTY HIGH SCHOOL FOR GIRLS
Droylsden

Required from September 1981: ASSISTANT TEACHER - ART Scale 1. (14928)
055-80

Application forms and further particulars are available from Director of Education, Education Office, (Staffing Department), Tower Block, King Street, Dukinfield, Cheshire SK16 4LA to whom completed forms should be returned no later than 1st July, 1981. Ref. TE. 2491/TES. (14928)
055-80

Careers

EAST SUSSEX

TIDEWAY SCHOOL
Meadsdown Road, Newhaven, BN9 9JT.
Required from September, Careers Teacher - Scale 1/2. Responsibility allowance available in approved cases.
An application form, (stamp please) from the Headmaster. (14925)
055-80

Classics

Other Posts on Scale 2 and above

HERTFORDSHIRE

COUNTY COUNCIL
ST. ALBANS DIVISION
ST. ALBANS GIRLS' SCHOOL
Sandridgebury Lane, St. Albans, Herts. AL4 0QB
Group V
WANTED SEPTEMBER - Graduate to share teaching of Latin and Greek to Sixthies entrance level within a lively and active department. Ability to work with post Junior English/History. Scale 2 for suitable applicant.
Applications to the Headmistress naming two referees. (17065)
056-80

Scale 1 Posts

LIVERPOOL

ARCHBISHOP BLANCH SCHOOL
c/o 1 Devonshire Road, Liverpool 8
ASSISTANT SCALE 2 - CLASSICS
Required for September.
Forms available from (SAE) and returnable to Miss C. Goodwyn at the above address quoting ref. S & M 1026(b) by 26th June 1981. (14801)
056-80

HERTFORDSHIRE

HARPENDEN ASHLYNS SCHOOL
Berkhamsted
Required September 1981, graduate teacher of Classics (Scale 1) to share in a comprehensive school with a wide commitment to the teaching of classics to all abilities. This post offers scope for the teaching of classical studies and Latin.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). (1289)
056-80

STAFFORDSHIRE

EDUCATION COMMITTEE
WESTON COYNEY SCHOOL
Westwood Park, Leek
Teacher of Classics (Scale 1) required. Late vacancy gives opportunity for a classics graduate to teach in a comprehensive school with a major commitment to the teaching of classics to all abilities. This post offers scope for the teaching of classical studies and Latin.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). (1289)
056-80

WALTHAM FOREST

LONDON BOROUGH OF
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
WALTHAMSTOW SENIOR HIGH SCHOOL
Church Hill, London, E17 9RZ.
Head Teacher: Mrs. B.M. Bennett, B.A., F.R.S.C.
Required for September 1981:
TEACHER OF CLASSICS (Scale 1) required in this Girls' Comprehensive School for pupils aged 11-18 years (800 on roll). Graduates to teach Latin up to and including Advanced Level.
Application form and further details available from and returnable to the Head Teacher on receipt of s.a.e.
Closing date 3rd July, 1981 (18861)
056-80

Commercial Subjects

Heads of Department

CAMBRIDGESHIRE

HUNTINGDON AREA
SAWTRY INFANTS' SCHOOL
Brampton Road, Huntingdon, Cambs.
11 - 18 years voluntary controlled.
Head of Business Studies (Scale 3) required for September or as soon as possible thereafter to teach typing, office practice, etc. Fully developed comprehensive school in outstanding setting serving Huntingdon and neighbourhood.
Apply by letter to the Headmaster giving full curriculum vitae and the names of two referees. (14431)
057-80

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
STRATTON UPPER SCHOOL
Eagle Farm Road, Biggleswade, Beds.
Headmaster: Mr. G. Sueglitt
Telephone: Biggleswade 312745
Required for September 1981, an enthusiastic teacher of Commercial Subjects, ability to offer a combination of the following subjects: Commerce, Office Practice, Typing and Shorthand.
Department offers Commercial Subjects to intermediate level in fourth and fifth years and a thriving one year commercial course in the sixth form.
Application forms and further details from the Headmaster, s.a.e. please. (13761)
057-80

BERKSHIRE

DENEFIELD SCHOOL
Long Lane, Tilehurst, Reading.
N.O.R. 650
Required September 1981, in this six form entry comprehensive school which opened in 1976 and opens its first sixth form in 1981: TEACHER OF COMMERCIAL SUBJECTS (Scale 1) to teach Commerce, Typewriting, Shorthand and Office Practice in years 4, 5 and 6.
Application forms and further details may be obtained from the Headmaster (Reading 91660) or s.a.e. Completed forms to be returned as soon as possible. (14391)
057-80

BROMLEY

LONDON BOROUGH OF
KING'S HILLS SCHOOL FOR GIRLS
Aperfield Road, Warlingham, CR6 9RG
Roll approx. 600. Group 5
Required for September 1981, or as soon as possible, a teacher for Business Studies (Scale 2) for the 11 - 18 Comprehensive School, to join a small but rapidly expanding department and able to teach Shorthand (8,000), Typewriting, Office Practice, Communications and to help Careers guidance to raising Sixth Formers.
London Area Allowance and Social Priority School Allowance payable.
Please apply in writing to the Head Teacher at the school, specifying (s.a.e.), full names of two referees.
057-80

DORSET

CORFE HILLS SCHOOL
Corfe Mullen, Wimborne, BH21 3JR
Headmaster: Dr. Brian Harper
Required in September 1981, a teacher or Secretarial Studies, Scale 1. Applicants should offer Typing and either Accounts or Shorthand. This co-educational comprehensive school opened in 1976 and will have approximately 1300 pupils on roll in September including a Sixth Form of 300 students.
Please send letter of application and curriculum vitae to the Headmaster as soon as possible. (17910)
057-80

EAST SUSSEX

COUNTY COUNCIL
NEWHAVEN COMMUNITY COLLEGE
Seattle
Comprehensive Mixed 11 - 16+.
Principal: Mr. J.R. Thompson, M.A.
(Re-advertisement)
Required September 1981, Scale 1, Qualified teacher for Commerce. Applications from newly qualified teachers welcome. Scale 2 post available for suitably qualified and experienced candidate. Previous application still being considered.
Apply immediately to the Principal. (14928)
057-80

HAMPSHIRE

SOUTH EAST AREA
HAVANT SIXTH FORM COLLEGE
New Road, Havant. Hants PO9 2AF
(750) on roll
Required September 1981 or January 1982 Graduate to teach Economics and Business Studies to 'A' and 'O' Level - Scale 1 or 2.
Apply in writing enclosing s.a.e. for details and application form as soon as possible. (13593)
057-80

HAVERING

LONDON BOROUGH OF
FRANCES BARDSLEY SCHOOL FOR GIRLS
(Roll 1180)
Brentwood Road, Romford, Essex, RM1 3JR
Telephone: Hornchurch 47368.
Headteacher: Mrs. J.R. Irwin-Hunt, M.A.
FULL OR PART-TIME TEACHER OF TYPING/SHORTHAND/OFFICE PRACTICE. SCALE 1 required September 1981 to work in a well equipped and pleasant department. Hours by arrangement with the Headteacher.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: 14 days after the appearance of this advertisement. (18889)
057-80

HAVERING

LONDON BOROUGH OF
SANDERS DRAPER SCHOOL
Rutuns Lane, Hornchurch, Essex. (Roll 1041 Co. Ed.
Telephone: Hornchurch 43068
Headteacher: G.L. Rogers, B.Sc.
TEMPORARY PART TIME TEACHER/INSTRUCTOR of COMMERCIAL SUBJECTS required September 1981 for 1-year only, 12 hours per week. Hourly rate of pay in accordance with the appropriate Burnham Scale.
Letters of application should be sent to the Headteacher giving full curriculum vitae and quoting two referees.
Closing date 14 days after the appearance of this advertisement. (14184)
057-80

HUMBERSIDE

EDUCATION DEPARTMENT
EARLY RISING DIVISION
LONGCROFT SCHOOL
Burton Road, Barrow upon Humberside, HU17 7RS
TEACHER OF BUSINESS STUDIES - SCALE 1
Required for September, 1981, a teacher of Business Studies.
successful candidate will be required to teach a combination of the following subjects to examination levels ranging from C.S.E. to 'A' level: Accounts, Business Studies, Office Practice, Typewriting, Shorthand.
This is an 8 F.E. co-educational comprehensive (1 - 16 years with 1380 pupils on roll (130 sixth form).
Application forms and further details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 26th June, 1981. (14485)
057-80

HUMBERSIDE

EDUCATION DEPARTMENT
EARLY RISING DIVISION
TEACHER OF BUSINESS STUDIES
SOUTH HUNSLEY SCHOOL
Walton, North Ferriby, North Humberside, HU14 3HS
Required from September, 1981 to offer Economics to Advanced Level and Commerce and Accounts to C.S.E. and Ordinary Level. An interest in computing would be an advantage.
The School is rural surroundings eight miles west of Hull. The 11-16 co-educational school (1085 on roll - 180 pupils in the Sixth Form) occupies modern buildings which provide excellent facilities for study. The Department occupies the ground floor of East-dale House, the school's newest building. Other facilities include twenty acres of playing fields and a sports complex with a heated, covered swimming pool.
Application forms and further details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 26th June, 1981. (14458)
057-80

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division.
HULL COSTON HIGH SCHOOL
Thornapark Road, Hull.
Head: R. Cole, MA.
Required in September a teacher of COMMERCIAL SUBJECTS to teach Typing, Shorthand and other office skills to pupils up to Sixth Form level. Experience taken include Pitmans and R.S.A. Stage II.
This is a temporary appointment during a maternity leave. This is a mixed comprehensive school with about 1,100 pupils aged 13 - 18 years.
Further particulars may be obtained from the Head to whom applications should be returned by 1st July. (17702)
057-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - CHATTER SECONDARY SCHOOL
Cliffe Road, Rochester, Kent.
(810 girls) 11 - 18. Comm Reading to C.S.E., G.C.E. 'O' and G.C.E. 'A' levels.
Required for September a well qualified teacher, Scale 2 post, for COMMERCIAL SUBJECTS, primarily Business Studies, Commerce, Typewriting and Office Practice.
Letters of application, including the names and addresses of two referees should be sent to the Headteacher. (17727)
057-80

LIVERPOOL

QUEEN MARY COMPREHENSIVE SCHOOL
Long Lane, Liverpool, L9 6AF
Assistant Scale 1/2
Commercial Subjects
Required for September or as soon as possible thereafter to teach in office
+typewriting with either business studies or shorthand. Scale 2 available for suitably qualified +experienced candidate.
Forms available from (SAE) +returnable to the Headteacher quoting ref PAM 1016(b) by 30 June. (14100)
057-80

Domestics Subjects

Heads of Department

HAMPSHIRE

PORT HILL SCHOOL
Cashmonds Road, Winklebury, Basingstoke, RG23 8JQ.
A new school 11 - 16 years, with a six form entry, built on the site of an Iron Age Camp and developing as a Community School.
Required September 1981 or January 1982 a Scale 3 Head of Home Economics/Textiles. To organise and develop courses to C.S.E., O and A level. A specialist in new Home Economics suite has been built.
Please reply in the first instance with a letter of application and curriculum vitae together with s.a.e. for further details to the Headmaster. (Telephone Basingstoke 54311). (17668)
056-80

NEWHAM

LONDON BOROUGH OF
MARY MAGDALEN
Plaistow Grove, East Ham, E6 1DG
Head Teacher: Mrs. Christian
No. on Roll: 1240 (Girls)
HEAD OF HOME ECONOMICS
Scale 2
Required September 1981 or as soon as possible thereafter.
Scale 2 teacher required to be responsible for organising the teaching of cooking and housecraft. There are well developed courses to C.S.E. and 'O' level. Very good facilities.
Allowances: £750.
Application forms (s.a.e. please) available from the Director of Education and completed forms should be returned by 30th June 1981.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (18565)
056-80

Other Posts on Scale 2 and above

BERKSHIRE

EDGARROW SCHOOL
Edgarrow Road, Crowthorne RG11 7HS
N.O.R. 1050
Required for September 1981, ASSISTANT TEACHER OF HOME ECONOMICS. A Scale 2 post is available for suitably qualified but inexperienced teacher leaving college this year. Full use is considered.
Application form and further details available from the Headmaster (Tel. 2311). Closing date July 6th. (14861)
056-80

STAFFORDSHIRE

EDUCATION COMMITTEE
MARYHILL COMPREHENSIVE SCHOOL
Gloucester Road, Kidsgrove, Stoke-on-Trent.
Required for 1st September, 1981 HOME ECONOMICS Teacher (Scale 2) to take charge of food subject throughout the school. Applicants are required (1) abandoned from newly qualified teachers.
Apply by letter to Headmaster giving names of two referees. (14879)

Scale 1 Posts

AVON COUNTY

WORLE SCHOOL
Redwing Drive, Weston-super-Mare
Teacher of Home Economics and Needlework (Scale 1) required for September 1981 in this purpose-built comprehensive school.
Apply by letter with C.V., and names of two referees to the Headmaster (18050)
058-80

BEDFORDSHIRE

NORTHERN AREA
HARLINGTON UPPER SCHOOL
Cotwell End Road, Harlington, Beds.
Headmaster: Mr. M. Lister.
Telephone: Toddington 4250
Required in January 1981, a qualified Home Economics Teacher, Scale 1.
Application forms and further details from the Head, s.a.e. please. (15767)
058-80

BEDFORDSHIRE

NORTHERN AREA
REDBOURNE UPPER SCHOOL
Pinetree Road, Ampthill, Beds
Headmaster: Mr. L. Culcheth
Telephone: Ampthill 404462
Required for September 1981, a teacher of Home Economics, Scale 1.
An interest in child development an advantage. Courses offered to GCE 'A', 'O' and CSE City and Guilds Foundation and Proficiency. Closing date 1st July 1981.
Application forms and further details from the Headmaster, s.a.e. please. (15768)
058-80

CAMBRIDGESHIRE

CAMBRIDGE AREA
PARKSIDE COMMUNITY COLLEGE
Required for September a teacher able to offer NEEDLEWORK (60%) and CHILD CARE AND NEEDLEWORK to examination level (40%). Full-time until Easter 1982 and 60% thereafter.
Ability to offer Art would be an advantage.
Part-time appointments possible.
Apply to the Principal, Parkside Community College, Cambridge CB1 2RW or telephone 356865 for further details & application forms. (14414)
059-80

CORNWALL

EDUCATION COMMITTEE
Teachers' Removal Expenses Scheme.
PENRUY SCHOOL
Windmill, Fowey, Cornwall.
Group No. 1
No on Roll: 957
Teacher: Mr. G.H. Sand BA, Dip.Ed.
HOME ECONOMICS/CHILD CARE - Scale 1
Required for September 1981, an enthusiastic teacher of Home Economics. An ability to contribute to a thriving Child Care course would be an advantage.
Please apply by letter, including curriculum vitae and names and addresses of two referees to the Headmaster within 10 days of the appearance of this advertisement.
Application forms/further details from the Headmaster in receipt of a stamped addressed envelope. (18828)
059-80

CROYDON
LONDON BOROUGH OF

SORNHAM HIGH
Orchard Way, Shirley, CR0 7N
Telephone: 01-776 0880

HALING MANOR HIGH
Kendra Hall Road, South Croydon, CR2 8DT
Telephone: 01-681 1141/4.

Tenable: 1 September 1981.

Required for September 1981 teachers of Home Economics for the above schools to join young and enthusiastic teams. Applicants should be prepared to give time for evening and out of hours for high standards of work, behaviour and appearance.

Salary Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (17867)
059-80

CUMBRIA

COUNTY COUNCIL
ST. BERNARD'S R.C. SCHOOL
Barrow in Furness
(Secondary, Agreement mixed comprehensive 11 - 16 years 571 on roll)
Required for September, 1981, Teacher of HOME ECONOMICS. Scale 1. Also required Teacher of SCIENCE with special interest in Biology. Scale 1.
Application forms available from and returnable to the Head within 14 days of this advertisement.
059-80

DEVON

Please see displayed advertisement on page 46 (14816)
058-80

ESSEX

BARON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden
Head: Barbara Tomé
(Roll 1,100)
HOME ECONOMICS SCALE 1
Home Economics (food and nutrition) teacher required for September. Courses well established to C.S.E., 'O' and G.C.E. 'A' level.
Closing date: 10th July 1981.
ST. EDMUNDS COMPREHENSIVE SCHOOL
Victory Road, Bures
Tel: Sudbury 72068
(Roll 1,000)
HOME ECONOMICS SCALE 1
Required September 1981. Well established department. Courses to 'O' level and CSE. Good facilities.
For both posts: Curriculum vitae and names of two referees to the Headteacher (s.a.e. please). (17540)
059-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE HILL JUNIOR HIGH
Tunnel Hill, Upton-upon-Severn, Worcester, WR8 0SU
(11 - 14)
Required for September, 1981, a qualified assistant teacher for Home Economics/Needlework (Scale 1). Many of our pupils go on to take C.S.E., 'O' levels in the neighbouring Senior High School with which there is close liaison.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (17267)
059-80

HAMPSHIRE

FERNHILL SCHOOL
(Comprehensive 11 - 16)
Heville Duke Road, Fernborough, N.O.R. 1055
Required September, 1981, two posts available for a suitably qualified and experienced candidate. Closing date for receipt of applications 30th June. Interviews will be held on 3rd July.
Application forms and further particulars from the Headteacher on receipt of application accompanied by two stamped addressed envelopes. (13998)
059-80

HERTFORDSHIRE

COUNTY COUNCIL
DACORUM DIVISION
KINGSHILL SCHOOL
Wellington Road, Berkhamsted, Herts.
(Roll 1305)
Required September 1981 or January 1982 Graduate to teach Economics/Textiles to 'O' level. Varied and interesting post with good facilities.
Application forms and further details from the Headmaster, s.a.e. please. (15767)
058-80

HERTFORDSHIRE

COUNTY COUNCIL
DACORUM DIVISION
KINGSHILL SCHOOL
Wellington Road, Berkhamsted, Herts.
(Roll 1305)
Required September 1981 or January 1982 Graduate to teach Economics/Textiles to 'O' level. Varied and interesting post with good facilities.
Application forms and further details from the Headmaster, s.a.e. please. (15767)
058-80

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
ST. ANGELA'S R.C. SCHOOL
Hitchin Road, Stevenage, Herts.
Group IV
All-ability 11 to 18 R.C. Girls Comprehensive.
TEACHER OF HOME ECONOMICS required as soon as possible.
Apply in writing (no format is the Head accepted) curriculum vitae and the names and status of two referees. Closing date 26 June. (15974)
059-80

HILLINGDON
LONDON BOROUGH OF

EVELYNS SCHOOL
Appletree Avenue, Uxbridge, West Drayton UB7 8DA
(Number on roll - 813, 47 in sixth form)
Required for Autumn 1981, Scale 1 Teacher of Home Economics, Needlework and Child Care. The person appointed will be required to teach Home Economics from 1st to 6th forms and assist with the teaching of Needlework to the lower forms. Personal interest in a CSE option in the sixth year.
Evelyns is an 11 - 18 comprehensive school. The department is housed in two well equipped rooms and a housecraft flat.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. London Allowance. (14063)
059-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
The Archbishop's C.E. Voluntary Aided Secondary School
Canterbury
Required in September, 1981, a teacher for Home Economics (Scale 1).
Application forms available from the Head Teacher at the school (s.a.e. please) to be returned together with a letter of application within two weeks of the appearance of this advertisement.
059-80

TONBRIDGE AND MALLING
DIVISION
Hayes Park School
Beach Road, East Malling
This High School of 1350 pupils is an 11 - 18 mixed comprehensive in its first two years of operation, and offers a wide range of guided personal choice to Ordinary and 'A' level provision.
Required for September, a qualified secondary teacher to assist in the Home Economics work of the Head of Department. The person appointed will be required to teach C.S.E. and O.C.E. examinations. Needlework and Child Development. Needlework and Child Care and Community Service work. The school has excellent facilities.
Application forms and further details may be obtained from the Headmaster, s.a.e. please.
Mailing, Kent, s.a.e. please.

MAIDSTONE DIVISION
Astor of Hever Secondary School
Maidstone (a mixed 11 - 18 school (840) 11-17 mixed) to take post of responsibility for the first quarter of which two years of 'A' Level work will be undertaken in the Upper School. A variety of C.S.E. and G.C.E. examination courses run for 5th pupils.
A teacher for HOME ECONOMICS (FOOD AND NUTRITION) is required September 1981. Duties will be shared between the Astor of Hever School and the Maidstone Technical College. Applicants should write giving curriculum vitae and the names of two referees to the Headteacher of the Astor of Hever School, Westerham, Kent, to be followed by the School Application Form which will be obtained by return of stamped, addressed envelope.
059-80

LEICESTERSHIRE

CASTLE ROCK HIGH SCHOOL
Warren Hills Road, Coalville, Leicester
Is the Leicestershire Pool for the organisation of secondary education (Rule 11)
Roll 1,114
NEEDLEWORK - SCALE ONE
Required August, to work as a member of the design team.
Further details from the Head (only immediately applicants may write) with full particulars and names and addresses of two referees. (SAE). (14394)
059-80

SECONDARY DOMESTIC
SUBJECTS
continued

LONDON

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL for Girls
Church of England School for 580 girls
Lower Marsh, with Grammar School
Required September 1981 (part-time) for approximately 12 hours per week, a teacher of Needlework to share in the teaching of Child Care and to be responsible for the Needlework Department. Scale 1 or 2 according to qualifications and experience. Responsibility allowance available for suitable candidate.
Application forms and further details from the Headmistress, s.a.e. please. (17893)
059-80

NEWHAM

LONDON BOROUGH OF
CUMMING MIDDLE SCHOOL
Romford Road, Stratford, London E15
Teacher: Mrs P.A. Thomas, B.Ed.
(Age range 9 - 13)
No. on roll: 1074
HEAD OF HOME ECONOMICS - Scale 2
Required September 1981. A qualified teacher to join the Home Economics Department. The school has an interest in child development and the successful candidate will be responsible for organising the teaching of cooking and housecraft. There are well developed courses to C.S.E. and 'O' level. Very good facilities.
Allowances: £750.
Application forms (s.a.e. please) available from the Director of Education and completed forms should be returned by 30th June 1981.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (18565)
056-80

NORTHAMPTONSHIRE

CORBY OUR LADY AND POLE JOHN XXIII R.C. SCHOOL
Occupation Road, Corby, Northants NN17 1EE)
Scale 1 teacher of Home economics required for September.
Application forms and further details from the Headmaster (s.a.e. please). (17652)
059-80

NOTHAMPTONSHIRE

WELLINGBOROUGH
BREEDMILL SCHOOL
The Parkway, Wellingborough, Northants, NN8 4RF
Required for September teacher of Home Economics including Needlework (Scale 1) Enthusiast needed to join very active subjects faculty.
Application forms and further details from the Headmaster (s.a.e. please). (17681)
059-80

OLDHAM

METROPOLITAN BOROUGH OF
MEDLOCK EDUCATION COMMITTEE
FAIRFIELD HIGH SCHOOL
Brierley Avenue, Failsworth, Manchester.
Required for September 1981 at this recently recognised 11 - 18 mixed comprehensive school of about 1,400 pupils, Scale 1 teacher of NEEDLEWORK.
Brief particulars for application form to the Head at the school. Returnable within 14 days. (17878)
059-80

Applications to the Headmaster with Curriculum Vitae and names of two referees. (17060)
059-80

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
ST ANGELA'S R.C. SCHOOL
Hitchin Road, Stevenage, Herts.
Group IV
All-ability 11 to 18 R.C. Girls Comprehensive.
TEACHER OF HOME ECONOMICS required as soon as possible.
Apply in writing (no format is the Head accepted) curriculum vitae and the names and status of two referees. Closing date 26 June. (15974)
059-80

HILLINGDON
LONDON BOROUGH OF

EVELYNS SCHOOL
Appletree Avenue, Uxbridge, West Drayton UB7 8DA
(Number on roll - 813, 47 in sixth form)
Required for Autumn 1981, Scale 1 Teacher of Home Economics, Needlework and Child Care. The person appointed will be required to teach Home Economics from 1st to 6th forms and assist with the teaching of Needlework to the lower forms. Personal interest in a CSE option in the sixth year.
Evelyns is an 11 - 18 comprehensive school. The department is housed in two well equipped rooms and a housecraft flat.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. London Allowance. (14063)
059-80

NORTHAMPTONSHIRE

CORBY OUR LADY AND POLE JOHN XXIII R.C. SCHOOL
Occupation Road, Corby, Northants NN17 1EE)
Scale 1 teacher of Home economics required for September.
Application forms and further details from the Headmaster (s.a.e. please). (17652)
059-80

NOTHAMPTONSHIRE

WELLINGBOROUGH
BREEDMILL SCHOOL
The Parkway, Wellingborough, Northants, NN8 4RF
Required for September teacher of Home Economics including Needlework (Scale 1) Enthusiast needed to join very active subjects faculty.
Application forms and further details from the Headmaster (s.a.e. please). (17681)
059-80

OLDHAM

METROPOLITAN BOROUGH OF
MEDLOCK EDUCATION COMMITTEE
FAIRFIELD HIGH SCHOOL
Brierley Avenue, Failsworth, Manchester.
Required for September 1981 at this recently recognised 11 - 18 mixed comprehensive school of about 1,400 pupils, Scale 1 teacher of NEEDLEWORK.
Brief particulars for application form to the Head at the school. Returnable within 14 days. (17878)
059-80

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
DRYEES HIGH SCHOOL
Dryees Lane, Meshull, Liverpool (11 - 18 Mod. Comp. 1330 on roll, 280 in 6th form)
TEACHER OF HOME ECONOMICS (Scale 1) required for September 1981.
Application forms and further details are available by return of s.a.e. from the Headteacher of the school.
Closing date: 2nd July 1981. (17900)
059-80

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
DRYEES HIGH SCHOOL
Dryees Lane, Meshull, Liverpool (11 - 18 Mod. Comp. 1330 on roll, 280 in 6th form)
TEACHER OF HOME ECONOMICS (Scale 1) required for September 1981.
Application forms and further details are available by return of s.a.e. from the Headteacher of the school.
Closing date: 2nd July 1981. (17900)
059-80

SHROPSHIRE

EDUCATION COMMITTEE
ST. LAURENCE SCHOOL
Hill Top, Madeley, Telford TF7 4HA
Required September 1981, HOME ECONOMICS TEACHER.
Child Care an advantage. Subject taught to examination level.
Letters of application and two references to Headmaster (s.a.e.). (17513)
059-80

WILTSHIRE

MORDEON SECONDARY SCHOOL
Akers Way, Swindon, SN2 2NA
Headmaster: S. J. CHAMBERS, B.A.
(11 - 14 years: 600 on roll
Required September 1981
TEACHER, Scale 1, for HOME ECONOMICS, to assist with Creative Arts and Craft.
Letter of application, including names and addresses of two referees to the Headmaster. (14295)
059-80

Economics

Other Posts on Scale 2 and above

BROMLEY

LONDON BOROUGH OF
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
(11+ Form entry, co-educational, 11 - 18 years)
Required for September, 1981 GRADUATE MISTRESS/MASTER to be responsible for ECONOMICS. Scale 2 plus £400 London Area Allowance. It is hoped to recruit an able and enthusiastic teacher who would be interested in examination work and also working in a developing and responsive environment. The school seeks this ability levels of a balanced intake.
Application forms and further particulars may be obtained from the Head Teacher at the school, to which completed forms should be returned as soon as possible. Telephone: 01-462 5141. (17724)
059-80

BERKSHIRE

ECONOMICS or ACCOUNTS Intor. Sec Sixth Form Colleges. (14335)
060-80

EAST SUSSEX

UCKFIELD SCHOOL
Downlands Campus, Uckfield, East Sussex, TN22 3HJ
Required from September 1981, teacher of Economics and Sociology (Scale 1) to this developing 11 - 18 comprehensive (11 - 18) school with 1216 on roll. Applicants should be able to teach Economics and Sociology up to 'O' level and also to teach some History.
Responsibility allowance available in approved cases.
Application forms and further details (s.a.e. please) from the Headmaster. (14918)
060-80

LIVERPOOL

CONVENT OF MERCY HIGH SCHOOL
Assistant for Economics see 44 under secondary Geography scale 1 post. (14094)
060-80

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
FAIRFIELD HIGH SCHOOL
(11 - 18 Boys' Comp. with Mixed 6th Form on roll 1,400)
Kingston Way, Seotle, Merseyside
TEACHER OF ECONOMICS to teach subject up to Level Scale 1) commencing September 1981.
Apply by letter with curriculum vitae, names and addresses of two referees.
Closing date: 26th June 1981. (17939)
060-80

DONCASTER

ROSSINGTON
COMPREHENSIVE SCHOOL
Scale 1 Economist, see under Humanities. (14049)
060-80

ESSEX

KING EDWARD VI GRAMMAR SCHOOL
Broomfield Road, Chelmsford, CM1 1TS
(Roll 630)
Tel: (0245) 355510.
TEACHER OF ECONOMICS, Scale 1
Particulars of the school and post are available from the Headmaster (enclose S.A.E. foolscap envelope) to whom applications should be made by letter as soon as possible, giving names of two referees. (18993)
060-80

LIVERPOOL

CONVENT OF MERCY HIGH SCHOOL
Assistant for Economics see 44 under secondary Geography scale 1 post. (14094)
060-80

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
FAIRFIELD HIGH SCHOOL
(11 - 18 Boys' Comp. with Mixed 6th Form on roll 1,400)
Kingston Way, Seotle, Merseyside
TEACHER OF ECONOMICS to teach subject up to Level Scale 1) commencing September 1981.
Apply by letter with curriculum vitae, names and addresses of two referees.
Closing date: 26th June 1981. (17939)
060-80

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
FAIRFIELD HIGH SCHOOL
(11 - 18 Boys' Comp. with Mixed 6th Form on roll 1,400)
Kingston Way, Seotle, Merseyside
TEACHER OF ECONOMICS to teach subject up to Level Scale 1) commencing September 1981.
Apply by letter with curriculum vitae, names and addresses of two referees.
Closing date: 26th June 1981. (17939)
060-80

Scale 1 Posts

AVON COUNTY

CHIPPING SODBURY SCHOOL
Bowling Road, Chipping Sodbury, Nr. Bristol
Roll: 1015. Mixed Comprehensive (11 - 18)
Required for September, 1981 on a fixed-term contract ending 31st August, 1982, a teacher of Economics able and willing to teach a considerable proportion of Mathematics or Humanities subjects.
Particulars of the school and post are available from the Headmaster (enclose S.A.E. foolscap envelope) to whom applications should be made by letter as soon as possible, giving names of two referees. (18993)
060-80

BERKSHIRE

ECONOMICS or ACCOUNTS Intor. Sec Sixth Form Colleges. (14335)
060-80

EAST SUSSEX

UCKFIELD SCHOOL
Downlands Campus, Uckfield, East Sussex, TN22 3HJ
Required from September, 1981, teacher of Economics and Sociology (Scale 1) to this developing 11 - 18 comprehensive (11 - 18) school with 1216 on roll. Applicants should be able to teach Economics and Sociology up to 'O' level and also to teach some History.
Responsibility allowance available in approved cases.
Application forms and further details (s.a.e. please) from the Headmaster. (14918)
060-80

LIVERPOOL

CONVENT OF MERCY HIGH SCHOOL
Assistant for Economics see 44 under secondary Geography scale 1 post. (14094)
060-80

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
FAIRFIELD HIGH SCHOOL
(11 - 18 Boys' Comp. with Mixed 6th Form on roll 1,400)
Kingston Way, Seotle, Merseyside
TEACHER OF ECONOMICS to teach subject up to Level Scale 1) commencing September 1981.
Apply by letter with curriculum vitae, names and addresses of two referees.
Closing date: 26th June 1981. (17939)
060-80

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
FAIRFIELD HIGH SCHOOL
(11 - 18 Boys' Comp. with Mixed 6th Form on roll 1,400)
Kingston Way, Seotle, Merseyside
TEACHER OF ECONOMICS to teach subject up to Level Scale 1) commencing September 1981.
Apply by letter with curriculum vitae, names and addresses of two referees.
Closing date: 26th June 1981. (17939)
060-80

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

Deputy Headteachers Primary

Salisbury Road Infants School, Salisbury Road, Plymouth, PL4 8QZ
Deputy Head (Group 4)
Required January 1982. Closing date: 3rd July 1981.

* * * *

Scale Posts Secondary

Honiton School and Community College, School Lane, Honiton, EX14 8QW (Roll 880)
Scale 3 — Team Leader in Mathematics and Computer Studies
Required January 1982 to take responsibility within the Mathematics and Computer Studies Department. Candidates should be qualified to teach advanced level. The school will be re-organised along comprehensive lines in September 1982. Closing date: 3rd July 1981.

Ashburton School, Balland Lane, Ashburton (Roll 973)
Scale 3 (Part-time) Counsellor (50%)
Required September 1981 at this developing mixed 11-16 Comprehensive. Closing date: 3rd July 1981.

Exeter St. Thomas (12-16 Years Comprehensive) High School, Hatherleigh Road, Exeter EX2 9JU (Roll 1112)
Scale 1 — Graphic Communication
Required September 1981 or January 1982. The successful applicant will be expected to teach throughout the school and will be a member of the design education team responsible for application activities in a wide variety of media within the Faculty of Creative Arts. Closing date: 3rd July 1981.

Filton School and Community College, Chaddiford Lane, Barnstaple EX31 1RB (Roll 1262)
Scale 1 — Science
Required for September 1981 or January, 1982 to teach Science throughout the school to CSE and O Level. Please state special interest and subject bias. Application form from the Headteacher to be returned as soon as possible.

Scale 1 or 2 — Religious Education
Required for September 1981 or January 1982. Scale 2 post available for suitably qualified and experienced candidate. Closing date: As soon as possible.

Scale 1 — Child Care
Required September 1981 or January 1982 to teach mainly child care courses and allied subjects. The School has the facilities of a pre-school playgroup. Closing date: 3rd, July 1981.

Tiverton Wilcombe (9-13 years) Middle School, Lazenby Road, Tiverton (Roll 295)
Scale 1 — Music
Required September 1981. Closing date: 3rd July 1981.

Kings Tamerton Secondary School, Trevithick Road, Higher Street, Budeaux, Plymouth PL5 2AF (Roll 660)
Scale 1 or 2 — Girls' P.E./Games
Required September 1981. Scale 2 for an experienced and enthusiastic teacher. Closing date: 1st July 1981.

Scale 1 — Technical Drawing
Required September 1981. To teach to CSE/O level. Interest in out of school activities an advantage. Closing date: 1st July 1981.

Sutton High School, Regent Street, Plymouth (Roll 570)
Scale 1 — Mathematics
Required September 1981, at this three-form entry Boys' Grammar School; ability to teach 6th form work to A Level desirable. Closing date: 1st July 1981.

Ernesettle Secondary School, Northolt Avenue, Plymouth PL5 2TR
Scale 1 — Girls' P.E.
Required September 1981. Well equipped gymnasium. Playing fields adjacent. Applicants should state second subject(s) offered which will occupy about one third of proposed timetable. Closing date: 1st July 1981.

Plympton Grammar School, Seymour Road, Plympton,

City of Coventry

Assistant Teachers

Required for September 1981 unless otherwise stated at:—

Binley Park Mixed Comprehensive School, Brandon Road, CV3 2AT (1,530 on roll)
ENGLISH Scale 1. Ability to teach up to and including 'O' level.

Coundon Court Mixed Comprehensive School, Northbrook Road, CV6 2AH (1,580 on roll)
(a) ENGLISH Scale 1, throughout the school.
(b) ART Scale 1, in a well established and popular department which offers a variety of art and craft disciplines. Courses to 'C.S.E.', 'O' and 'A' level. Applicants should state specialist craft offered.

Ernesford Grange School and Community College, Prinsethorpe Way CV3 2QD (Social Priority School) (1,270 on roll)
Specialist POTTER Scale 1 required to teach all aspects of the subject, small amount of other Art work possible. Very well equipped studio. Candidate should be able to offer the subject to members of the community.

President Kennedy Mixed Comprehensive School, Rookery Lane CV6 4GL (1,730 on roll)
PHYSICS Scale 1 to teach subject to 'O' and 'C.S.E.' level.

Sidney Stringer School and Community College, Cox Street CV1 5NL (Social Priority School) (1,140 on roll)
BIOLOGY Scale 1 to work in Faculty of Mathematics and Science.

The Hill Wood Girl's Comprehensive School, Nutbrook Avenue CV4 9PW (1,810 on roll)
FRENCH/GERMAN Scale 1 throughout the school.

Whitley Abbey Mixed Comprehensive School, Abbey Road CV3 4BD (1,820 on roll)
(a) BOYS' PHYSICAL EDUCATION Scale 1 required for 1 term in the first instance. Ability to coach Rugby or Soccer and advantage.
(b) HISTORY Scale 1 to join a strong and enterprising department of 6 staff. This is a very popular subject, and a well organised department.

The Woodlands Boys' Comprehensive School, Broad Lane CV5 7FF (1,610 on roll)
PHYSICS Scale 1 to join a Science Department of 12 staff with excellent facilities. 'A', 'C' and 'C.S.E.' examination work available for suitable candidates.

Bishop Ullathorne R.C. Mixed Comprehensive School, Lessowes Avenue CV3 6BH (1,250 on roll)
Required for September or January.
A well qualified and experienced R.C. teacher Scale 3 to be second in the RELIGIOUS EDUCATION Department. Ability to teach the subject to 'A' level an advantage. Apply to Clerk to the Governors c/o the school.

Blue Coat C.E. Mixed Comprehensive School, Terry Road CV1 2BA (980 on roll)
Required for September or January
(a) Well qualified teacher of SCIENCE (Chemist preferred) able to lead the development of Computer Studies across the curriculum. Scale 2 for suitably experienced candidate.
(b) Experienced teacher of GEOGRAPHY to lead and develop an established department. Looking especially to develop links with associated subjects in Lower School. Head of Department Scale 3.
(c) Well qualified teacher of MATHEMATICS, able to share in teaching at 'A' level. Scale 2 for suitably experienced candidate.

Cardinal Newman R.C. Mixed Comprehensive School, Sandpits Lane CV6 2FR (1,280 on roll)
ENGLISH Scale 1. 1st appointments considered. Apply to Clerk to the Governors c/o the school.

Cardinal Wiseman R.C. Boys' Comprehensive School, Potters Green Road CV2 2AJ (Social Priority School) (1,000 on roll)
RELIGIOUS EDUCATION specialist Scale 1 to teach subject to 'C.S.E.' Possibility of 'O' and 'A' level work. Apply to Clerk to the Governors c/o the school.

Cardinal Wiseman R.C. Girls' Comprehensive, Potters Green Road CV2 2AJ (Social Priority School) (1,170 on roll)
ENGLISH Scale 1. Graduate required to teach subject to all levels especially 'O', 'C.S.E.' and 'A' level work. Apply to Clerk to the Governors c/o the school.

Canvassing disqualifies.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head of the school concerned unless otherwise stated by 26 June 1981.

TES/76

SECONDARY ECONOMICS SCALE 1
continued

STAFFORDSHIRE
EDUCATION COMMITTEE
CLAYTON HIGH SCHOOL
Clayton Lane, Newcastle, ST5 3DN
Required for September, 1981
ECONOMICS HONS. graduate Scale 1 to teach in the Economics and allied subjects to C.S.E. 'O' 'A' level and initially teach General subjects in the lower school in this split-site, 11 - 18 mixed comprehensive school.
Applications by letter to the Headmistress stating curriculum vitae and the names of two referees. (138881) 060-80

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
SIR GEORGE MONOUX SENIOR HIGH SCHOOL
Chingford Road, Walthamstow, E.17.
Head Teacher: Mr. A.T. Brockman
Required for September 1981.
TEACHER OF ECONOMICS Scale 1 required in this Boys comprehensive School for pupils aged 14 - 18 years (850 on roll).
Ability to offer either accounts or business studies as additional recommendation.
Application form and further details available on receipt of s.a.e. from Head Teacher.
Closing date 3rd July, 1981. (188601) 060-80

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, Chingford, E4 7LT
Head Teacher: Mr. F.H. Dyer
Required for September 1981.
ECONOMICS TEACHER Scale 1 required in this Mixed Comprehensive School for pupils aged 11 - 18 years (1000 on roll).
Graduate economist required to teach economics up to 'A' level. C.S.E. and 'O' level 'Understanding Industrial Society' in 4th and 5th years.
Application form and further details available on receipt of s.a.e. from Head Teacher.
Closing date 3rd July 1981. (188859) 060-80

English

Heads of Department

BEXLEY
LONDON BOROUGH
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chislehurst Road, Sidcup, KENT. DA14 6PD
Tel: 01-309 7700
Head of English Department, Scale 4. Required for January 1982, or earlier if possible, a graduate teacher to lead this successful and vigorous department. At present 5 members are preparing for C.S.E. and University entrance examinations. The successful candidate will be expected to develop suitable courses for the full range of pupils admitted to the school since September 1979. An energetic and experienced teacher with an interest in Drama as well as high expectations of pupils achievements is sought for this important post. Preference will be given to practising Catholics.
Further details and application forms are available from the Headmaster either in writing or by telephone.
L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (138940) 061-80

CROYDON
LONDON BOROUGH OF
ASHBURTON
Shirley Road, Croydon CR9 7AB
Telephone: 01-656 9295/6
Tenable: 1 January 1982 or earlier if possible
Head of English Department Scale 4. Required for January 1982, or earlier if possible, a graduate teacher to lead this successful and vigorous department. At present 5 members are preparing for C.S.E. and University entrance examinations. The successful candidate will be expected to develop suitable courses for the full range of pupils admitted to the school since September 1979. An energetic and experienced teacher with an interest in Drama as well as high expectations of pupils achievements is sought for this important post. Preference will be given to practising Catholics.
Further details and application forms are available from the Headmaster either in writing or by telephone.
L.A.A. £498. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (138940) 061-80

HARINGEY
BOROUGH OF
SOMERSET SCHOOL FOR GIRLS
Inderwick Road, London N8.
1250 pupils. 250 in the Sixth Form.
Required for September 1981 or January 1982, HEAD OF DEPARTMENT: ENGLISH - Scale 4.
Candidates should have a good Honours degree in English and relevant experience of teaching, preferably of the organisation of a Department.
An interest in Drama would be an additional recommendation.
London allowance £795 payable.
Removal Expenses - 100% allowed in approved cases.
Applications to the Headmistress at the School by letter in the first instance from whom further particulars of the post may be obtained. (141689) 061-52

LIVERPOOL
ST. FRANCIS XAVIER'S COLLEGE
Broomfield Road, Wootton.
Liverpool, L25 6BD
For January 1982 - Head of English required - Scale 4.
Application Form and further particulars from the Rev. Hastings (tel. (112489) 061-52

NORTH YORKSHIRE
COUNTY COUNCIL
HIGH HUNT FAMILY CATHOLIC HIGH SCHOOL
Clifton, Nr. Ouse, N. Humberside
Required at this 11 - 16 Comprehensive high school (850 pupils) situated between Selby and York:
HEAD OF ENGLISH (Scale 3) to be responsible for the subject throughout the school.
Closing date 30 June 1981.
16+ courses are well-established. Further details and application forms from the Headmaster (s.a.e. please). (141358) 061-53

Scale 1 Posts

AVON
NAILSEA COMPREHENSIVE SCHOOL
Mizzymead Road, Nailsea, Nr. Bristol, Avon
Mixed comprehensive 1400 pupils
Required for September 1981: a teacher of English to teach in all years with particular emphasis on years 9 - 11. The appointment operates Mode 3 CSE, O and A level.
The successful candidate will be expected to be able to teach up to 'A' level.
Applications by letter please to the Headmaster at the school. (140552) 061-80

AVON COUNTY
HENGROVE SCHOOL
Hartcliffe Road, Bristol BS14 9BH
Mixed comprehensive, 14 - 18. 1400 Pupils.
Required for September, a teacher of English. This post is part-time (3 days per week) and temporary for one year only.
Application to soon as possible to the Headmaster enclosing curriculum vitae and names and addresses of two referees. (140942) 061-80

BEDFORDSHIRE
WOOTTON MIDDLE SCHOOL
Head: Mr. L.J. Whitehead
The Bramleys, Wootton
Stanford Road, Clifton, Shefford, Beds.
Headmaster: K.E. Dodsworth
Telephone: Kempston 851781
Required for September 1981, a teacher of English, scale 2, to assist with English throughout the school and as Assistant Head of Department.
Applications forms and further details from the Headmaster. (141385) 061-80

BERKSHIRE
WARREN FIELD COUNTY SECONDARY SCHOOL
Long Readings Lane, Slough SL2 5DP
N.O.R. 485 (Mixed) (12 - 16 years)
Required for September 1981, and until July 1982, TEMPORARY TEACHER FOR ENGLISH (Scale 1). The person appointed will teach up to C.S.E. and 'O' levels across the whole ability range.
Apply by letter to Acting Headmaster giving full details of qualifications and experience and names of 2 referees (s.a.e.). Closing date July 6th. (138949) 061-80

BERKSHIRE
WESTWOOD GIRLS' COMPREHENSIVE SCHOOL
Honey End Lane, Reading
N.O.R. 950
Required September 1981, TEMPORARY TEACHER OF ENGLISH (Scale 1) for one year. Present holder on secondment.
Apply by letter to Headmistress naming 2 referees. Closing date July 3rd. (140044) 061-80

BEXLEY
LONDON BOROUGH OF
PARKLANDS SCHOOL
Bexley Lane, Sidcup, Kent. DA14 4JH
Tel: 01-308 6418
Roll - 700 Mixed
Required for September 1981, a part-time teacher of ENGLISH, 2 or 3 or equivalent to teach mainly in the lower school. The ability to teach some English and Education would be a distinct advantage.
Application forms and further details of the school and the work involved are available from the Headmaster (foolscap s.a.e. please).
A.A.A. £498 (Inner London).
Further details available on request. (140758) 061-80

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme.
RICHARD LANDER SCHOOL
Trevenna Road, Truro, Cornwall
Group No: 11: No. on Roll: 1500; Sixth form of: 180.
Headmaster: Mr. G.B. Dunn, Bsc.
ENGLISH - Scale 2
Required for September 1981, Teacher of English (Scale 1), teaching commitment will include work up to 'O' level and applicants are asked to state their interests and extra curricular activities.
Please apply by letter, including curriculum vitae and details of two referees, to the Headmaster. (176017) 061-80

CROYDON
LONDON BOROUGH OF
JOHN NEWMAN HIGH
Selsdon Park Road, South Croydon, Surrey CR2 8JJ
Telephone: 01-651 3131 Ext. Teacher: 14 September 1981.
Required for this 14 - 18 high school, Specialist Teacher of English to share work in all levels of G.C.E. 'O' and C.S.E. Levels in a strong Department. Will be fully in the pastoral life of the school.
Candidates are asked to send a letter of application and curriculum vitae, together with the names of two referees, to the Headmaster. Further information will be sent upon receipt of application.
Salary - Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Headmaster to whom the above address as soon as possible. (139493) 061-80

CUMBRIA
COUNTY COUNCIL
DOWDALES SCHOOL
Station to Burneside Road, Kendal
Limited comprehensive. 11 - 16 years 1000 on roll)
Required for September 1981, or as soon as possible thereafter, an enterprising teacher of English/Creative Arts, Scale 2, to join a successful team developing integrated Creative Arts courses (including Drama and Art) and to be capable of teaching English to examination levels.
Application forms and further details from the Head at the School to whom completed forms should be returned within 2 weeks of this advertisement. (140758) 061-80

BEXLEY
LONDON BOROUGH OF
PARKLANDS SCHOOL
Bexley Lane, Sidcup, Kent. DA14 4JH
Tel: 01-308 6418
Roll - 700 Mixed
Required for September 1981, a part-time teacher of ENGLISH, 2 or 3 or equivalent to teach mainly in the lower school. The ability to teach some English and Education would be a distinct advantage.
Application forms and further details of the school and the work involved are available from the Headmaster (foolscap s.a.e. please).
A.A.A. £498 (Inner London).
Further details available on request. (140758) 061-80

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme.
RICHARD LANDER SCHOOL
Trevenna Road, Truro, Cornwall
Group No: 11: No. on Roll: 1500; Sixth form of: 180.
Headmaster: Mr. G.B. Dunn, Bsc.
ENGLISH - Scale 2
Required for September 1981, Teacher of English (Scale 1), teaching commitment will include work up to 'O' level and applicants are asked to state their interests and extra curricular activities.
Please apply by letter, including curriculum vitae and details of two referees, to the Headmaster. (176017) 061-80

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent
2-form Comprehensive School
Required for September 1981, as far as soon as possible, Head of English Department, Scale 3, in this boys Thames-side High School.
The Lower School is fully comprehensive and CSE/GCE 'O' level courses are offered in years 4 and 5. This is an opportunity to lead a strong team in a well established and organised department.
Application forms and further information available from the Head of the School. (8,472) 060-80
THANET DIVISION
DANE COURT TECHNICAL HIGH SCHOOL
Ramsgate Road, Broadstairs, Kent
ENGLISH - Head of Department, Scale 3.
Required for January 1982 a well qualified and experienced teacher to contribute to and supervise the work of English in a sought-after two form entry 11 - 18 mixed comprehensive school which can develop the existing well established courses to 'O' and 'A' level to a leading place in its locality.
There are six specialist staff in the Department together with strong academic courses in well motivated English.
Dane Court is a co-educational selective school (age 10.5) of 750 pupils (250 in Sixth Form) housed in modern premises in a pleasant residential district.
Letters of application including a full C.V. and the names and addresses of two referees should be sent to the Headmaster by 30th June. (141788) 061-80

BERKSHIRE
WARREN FIELD COUNTY SECONDARY SCHOOL
Long Readings Lane, Slough SL2 5DP
N.O.R. 485 (Mixed) (12 - 16 years)
Required for September 1981, and until July 1982, TEMPORARY TEACHER FOR ENGLISH (Scale 1). The person appointed will teach up to C.S.E. and 'O' levels across the whole ability range.
Apply by letter to Acting Headmaster giving full details of qualifications and experience and names of 2 referees (s.a.e.). Closing date July 6th. (138949) 061-80

BERKSHIRE
WESTWOOD GIRLS' COMPREHENSIVE SCHOOL
Honey End Lane, Reading
N.O.R. 950
Required September 1981, TEMPORARY TEACHER OF ENGLISH (Scale 1) for one year. Present holder on secondment.
Apply by letter to Headmistress naming 2 referees. Closing date July 3rd. (140044) 061-80

BEXLEY
LONDON BOROUGH OF
PARKLANDS SCHOOL
Bexley Lane, Sidcup, Kent. DA14 4JH
Tel: 01-308 6418
Roll - 700 Mixed
Required for September 1981, a part-time teacher of ENGLISH, 2 or 3 or equivalent to teach mainly in the lower school. The ability to teach some English and Education would be a distinct advantage.
Application forms and further details of the school and the work involved are available from the Headmaster (foolscap s.a.e. please).
A.A.A. £498 (Inner London).
Further details available on request. (140758) 061-80

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme.
RICHARD LANDER SCHOOL
Trevenna Road, Truro, Cornwall
Group No: 11: No. on Roll: 1500; Sixth form of: 180.
Headmaster: Mr. G.B. Dunn, Bsc.
ENGLISH - Scale 2
Required for September 1981, Teacher of English (Scale 1), teaching commitment will include work up to 'O' level and applicants are asked to state their interests and extra curricular activities.
Please apply by letter, including curriculum vitae and details of two referees, to the Headmaster. (176017) 061-80

CROYDON
LONDON BOROUGH OF
JOHN NEWMAN HIGH
Selsdon Park Road, South Croydon, Surrey CR2 8JJ
Telephone: 01-651 3131 Ext. Teacher: 14 September 1981.
Required for this 14 - 18 high school, Specialist Teacher of English to share work in all levels of G.C.E. 'O' and C.S.E. Levels in a strong Department. Will be fully in the pastoral life of the school.
Candidates are asked to send a letter of application and curriculum vitae, together with the names of two referees, to the Headmaster. Further information will be sent upon receipt of application.
Salary - Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form from and returnable to the Headmaster to whom the above address as soon as possible. (139493) 061-80

CUMBRIA
COUNTY COUNCIL
DOWDALES SCHOOL
Station to Burneside Road, Kendal
Limited comprehensive. 11 - 16 years 1000 on roll)
Required for September 1981, or as soon as thereafter, an enterprising teacher of English/Creative Arts, Scale 2, to join a successful team developing integrated Creative Arts courses (including Drama and Art) and to be capable of teaching English to examination levels.
Application forms and further details from the Head at the School to whom completed forms should be returned within 2 weeks of this advertisement. (140758) 061-80

DERBYSHIRE
NEWBOLD GREEN SCHOOL
Newbold, Chesterfield. S41 8AT
11 - 16 Comprehensive. N.O.R. 1000
For September 1st:- Teacher of English with some French.
Applications by letter, with curriculum vitae and details of two referees, to the Headmaster. (L.A.E.) (141468) 061-80

DEVON
Please see displayed advertisement on page..... (140917) 061-80

DORSET
BRADPOLE COUNTY SECONDARY MODERN SCHOOL
Chickerell Road, Weymouth
Mixed 11 - 16
Required for September 1981, a teacher of English with a flair for and interest in lively and progressive classwork to teach mainly age/ability range to CSE, examination work, across the whole ability spectrum to two upper school groups.
Further details and application form (sae) from Headmaster. Closing date 1 July. (138944) 061-80

EAST SUSSEX
PRIORY SCHOOL
Mountfield Road, Lewes, BN7 2XF.
Comprehensive School 11 - 18 with Sixth Forms.
Required for September, Teacher of English (scale 1).
Applications forms available in approved cases.
Further details and application forms available (s.a.e. please) from the Head Master to whom they should be returned within 10 days of the appearance of this advertisement. (140950) 061-80

ESSEX
APPLETON SCHOOL
Tel: 03745 [illegible]
(Roll 1565)
TEACHER OF ENGLISH (GRADUATE) SCALE 1
Required September 1981.
MAYFLOWER SCHOOL
Stock Road, Billericay CM12 0BZ
Tel: 0277 [illegible]
(Roll 1860)
TEACHER OF ENGLISH SCALE 1
Plus Fringe Area Allowance (£81)
Required for September 1981, able to teach English to 'O' and 'A' level.
For both posts - Curriculum Vitae and names of two referees to the Headteacher (enclosing s.a.e. please). (170491) 061-80

HAMPSHIRE
MILL CHASE SCHOOL
Bordon, GU35 0AU
11 - 18 Comp. Mixed 1190 on roll
English 'O' and CSE work for an able applicant.
Letter of application with full curriculum vitae, names and addresses of two educational referees to the Headmaster. (176891) 061-80

HAMPSHIRE
ALTON COLLEGE
Old Odiham Road, Alton GU34 2LX
English. September or January by arrangement. Mixed Comprehensive and teaching at all levels is required.
Letter of application to Principal, immediately, with full curriculum vitae, names and addresses of two educational referees and full further details available on request. (176892) 061-80

HAMPSHIRE
THE TOYNBEE SCHOOL
Holycross Road, Chandler's Ford
11 - 18 Comp. Mixed 1170 on roll
English and Drama.
Letter of application with full curriculum vitae, names and addresses of two educational referees to the B.A.E. to Head. (176410) 061-80

HAMPSHIRE
THE TOYNBEE SCHOOL
Holycross Road, Eastleigh, SO5 5PL
11 - 16 Comp. Mixed 1170 on roll
English and some French.
Letter of application with full curriculum vitae, names and addresses of two educational referees to the B.A.E. to Head. (176176) 061-80

HAMPSHIRE
YATELEY SCHOOL
School Lane, Yateley
(Comprehensive Mixed 11 - 18)
C.S.E. to 'A' level
Required for September, 1981, Teacher of English. Scale 1, teaching of a mixed ability level to be required and candidates should be willing to take part in all subjects they can offer.
Closing date one week after the appearance of this advertisement.
Letter of application, with two professional referees to the Headmaster with s.a.e. for (158030) 061-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE HAMPTON CHESHIRE SCHOOL
Habberley Road, Kidderminster. DY11 5RP
(13 - 18)
Required for September 1981, a teacher of English to 'O' and 'A' level work for able pupils. Willingness to take part in extra curricular activities would be welcomed. (Scale 1).
Application forms and further details can be obtained from the Head on receipt of s.a.e. (176670) 061-80

HERTFORDSHIRE
NORTH HERTS. DIVISION
FEATHERLL SCHOOL
Jolmiel Way, Letchworth.
Group 10. 750 Mixed.
ENGLISH Specialist required for September to work throughout the school. Ability to teach Remedial Humanities course. Likely to be interested in sports as well as drama is sought, as well as enthusiasm to work resource-based, might ability teaching.
Apply by letter to the Headmaster enclosing curriculum vitae and names of two referees. (169891) 061-80

HERTFORDSHIRE
COUNTY COUNCIL
BACAIRN DIVISION
CHESHYNE SCHOOL
Chesham Road, Berkhamsted
Comprehensive (Upper School)
Upper School (850 pupils 14 - 18)
Required for September 1981, a Teacher of English Scale 2 to teach English to 'O' and 'A' levels.
Applications by letter including curriculum vitae and names of 2 referees to the Head at the School within 2 weeks of this advertisement. (140758) 061-80

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
BARCLEY SCHOOL
Walkern Road, Stevenage
Mixed 11 - 18 Mixed School and 6th form.
TEACHER OF ENGLISH (Scale 1) required for September 1981 to teach English throughout the school. Willingness to take part in extra curricular activities would be welcomed.
Applications forms and further details available from the Headmaster (foolscap s.a.e. please) giving full details of qualifications and experience and the names of two referees. (170891

SECONDARY ENGLISH SCALE 1

continued

HILLINGDON
LONDON BOROUGH OF

ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon, Uxbridge UB10 0EX

(Number on roll - 885. 184 in sixth form)

Required for September, a teacher of English and Drama (Scale 1 - 1 at this 13 - 18 boys' comprehensive school with a large, mixed sixth form. English courses to CSE and GCE 'O' and 'A' level and Drama courses to CSE and GCE 'O' level are well established and the school has a strong tradition of extra-curricular drama. The teaching will be fairly equally divided between English and Drama.

This is a temporary appointment for two terms in the first instance but could become permanent.

Applications by letter to the headmaster at the school should give details of qualifications and experience and the names and addresses of two professional referees. London Allowance Payable. (14496B) 061-86

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
ENGLISH - MUSIC AND ENGLISH - SCALE 1
WOLD COMPREHENSIVE SCHOOL
Hilswick Road, Parkinston, York. YO4 2UZ

Required for September, 1981, a teacher of Music and English. The teaching will at first be in the first three years and will be shared between the two subjects approximately equally. Applications from completely qualified persons for this appointment will be welcomed. Help with extra-curricular musical activities will be expected. This is a mixed comprehensive school with approximately 1100 pupils on roll situated in a rural area between York and Hull.

Application forms and further details are available from the Head at the school. Further details of whom completed forms should be returned by 26th June, 1981. (14426)061-80

HUMBERSIDE
EDUCATION DEPARTMENT
East Riding Division
ENGLISH - SCALE 1.
WITHERNSEA HIGH SCHOOL
Hull Road, Withernsea, North Humberside. HU19 2HG
(Co-educational Comprehensive 11 - 18 years / N.O.R. 1350)

Required for September, 1981 a teacher of English to C.S.E. and 'O' level. An interest in teaching the subject to slow learners in 4th and 5th year would be advantageous.

Application forms are available from the Head at the school (s.a.e. please) to whom completed forms should be returned by 22nd June, 1981. (17707) - 061-80

ISLE OF WIGHT
COUNTY COUNCIL
NEWPORT HIGH SCHOOL
Fairlee Road, Newport, Isle of Wight.
P.O. to 2DX.
Age range 13 - 18 years.
1218 on roll

Required for September, enthusiastic and well qualified ENGLISH teacher to join English team in this comprehensive high school and to teach throughout the ability range. Courses are established to advanced and scholarship levels.

Application forms from the Headmaster (s.a.e. please) to be returned by 1st July, 1981. (14495) 061-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
Swanley School
Swanley, Kent BR8 7TE
Telephone: Swanley 65231

An established large comprehensive school with a full range intake, mixed, 11-18. London Fringe Allowance

Required in September, well-qualified teacher of English to teach throughout the school, including a sixth form class. The teaching will be fairly equally divided between English and Drama.

This is a temporary appointment for two terms in the first instance but could become permanent.

Applications by letter to the Headmaster at the school, giving details and naming referees.

MEDWAY DIVISION
Rochester - Rede Secondary School
Carnation Road, Watling Street,
Strood, Rochester, Kent.

Required for September, 1981 a teacher of ENGLISH, Scale 1, for the 5 form entry Secondary Modern School. The subject is taught mainly through literature and classes are set according to ability throughout the age range.

Most pupils are entered for the C.S.E. examination, some for 'O' level.

Applications from students about to complete their training will be welcome.

Please apply to the Headmaster at the school, stating details of education, qualifications and any subsidiary teaching subjects and give the names and addresses of two referees.

SWALE DIVISION
Faversham County Secondary School for Boys
Ethelbert Road, Faversham
Required for September, teacher of English, initially for classes in Lower School. Post suitable for college leaver.

Applications to the Headmaster at the school.

CANTERBURY DIVISION
St. Anselm's Catholic Comprehensive High School
Canterbury
Headmaster: J.G. Board, B.A.)
Required for September, 1981, a teacher of English to C.S.E. and 'O' level. Scale 1 post.

This is a five form entry, 11-18 developing comprehensive, mixed school. Further details and application forms from the school in Old Dover Road, Canterbury (Telephone 0227-469651).

MAIDSTONE DIVISION
The Cornwallis School
Linton, Nr. Maidstone. 1630 mixed, 11-17 high school serving rural area south of Maidstone.
Comprehensive intake with some transfers to Upper School at 13+. Courses to C.S.E. and 'O' level.
Required - Temporary teacher of English Autumn Term 1981. Scale 1.

Applications to Headmaster with curriculum vitae and names and addresses of two professional referees.

ASHFORD DIVISION
Norton Knatchbull School for Boys
Ashford, Kent.
Required for September, 1981 in the Lower School, a dedicated, competent unit of 450 boys, a Teacher of English with some Speech and Drama (Scale 1)

Application, stating two referees to The Headmaster, The North School for Boys, Castle Road, Ashford, Kent. 061-80

KIRKLEES
METROPOLITAN COUNCIL
BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury, West Yorkshire. WF12 7AS

Required for September, suitably qualified teacher of ENGLISH across the whole age and ability range up to 'O' and 'A' levels.

The appointment is temporary for the year 1981-82, to replace a teacher on study leave.

Application by letter to the Headmaster at the school, giving details and naming referees.

KIRKLEES
METROPOLITAN COUNCIL
PARTOWN HIGH SCHOOL
Wyndhouse Hall Road, Partown, Huddersfield. HD5 9DJ
(1,100 pupils)

Required for September 1981, in this 11-18 mixed comprehensive school of 1100 pupils, a teacher of ENGLISH. Courses lead to C.S.E., 'O' level and literature. Successful candidate will teach throughout the school. An interest in Drama and out of school activities would be welcome.

Letter of application to the Head Teacher at the school as soon as possible, giving 2 persons for references. (14491) 061-80

LEICESTERSHIRE
ROBERT SMITH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics.

In the Leicestershire Plan for the organisation of secondary education, Upper 14 - 18
Roll 1300

ENGLISH - SCALE 1
TEMPORARY

Required August, teacher able to offer subject to 'O' level for one year to cover secondment.

Further details available from Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (14566) 061-80

LEICESTERSHIRE
THE BURLEIGH COLLEGE
Thorpe Hill, Loughborough, Leics.

In the Leicestershire Plan for the organisation of secondary education, Upper 14 - 18
Roll 1600

ENGLISH/DRAMA - Scale One

Required August, English specialist to work within a large English Department during period of major innovation. Candidates should also be qualified and able to teach subsidiary Art as a link between the activities of the two departments.

Further details from the Head. Apply immediately (no forms) with full particulars and names and addresses of two referees. (SAE). (14482) 061-80

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
MARDEN HIGH SCHOOL
Jesmondville Road, Whitley Bay NE25 9RS
Headteacher: Mr. P.E. Bryan, B.A., M.Ed.

Required for 1st September, 1981 for the academic year 1981/82 only, Scale 1, TEACHER OF MEDIAEVAL ENGLISH and ENGLISH. Ability to help with HISTORY and ART an advantage.

This is a TEMPORARY one year appointment to replace a member of staff on secondment.

Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (17705) 061-80

NORTHAMPTONSHIRE
ROADE SCHOOL
Stratford Road, Roade, Northampton NN7 2NA

Required for September, 1981, a teacher of English (Scale 1) at this 5 to 13 - 18 rural comprehensive school. Course to C.S.E., 'O' level and 'A' level. For a suitably qualified and experienced candidate a Scale II post would be considered.

Application form and further details from the Headmaster (s.a.e. please). (17650) 061-80

OXFORDSHIRE
COUNTY COUNCIL
CARFAX HALL 6TH SCHOOL
Oxford Road, Thame, Oxon., OX9 2AQ.
(11 - 19 mixed comprehensive)
(1,950 in three federal schools - 250 in Sixth Form).

Required from September due to secondment, a temporary teacher of English (Scale 1) to work mainly in full ability and age range. Possibility of Sixth Form experience for a suitably qualified person.

Further details obtainable from the Principal.

Please apply by letter, including a curriculum vitae and names of two referees, within two weeks of appearance of this advertisement. Please enclose s.a.e. with all correspondence. (17812) 061-80

REDBRIDGE
LONDON BOROUGH OF
SEVEN KINGS HIGH SCHOOL
Lay Street, Ilford, IG3 7ST

Telephone: 01-554 8888

Head: Miss M B Evans M.A.

Required from September 81: a teacher of English to 'O' level in the 11 - 16 mixed comprehensive school, with 135 in the sixth form. Courses to CSE and Scale 1 with Outer London Allowance of £498.

Apply by letter to the Head at the school, giving full details of age, qualifications, etc., plus the names and addresses of 2 referees as soon as possible. (17838) 061-80

REDBRIDGE
LONDON BOROUGH OF
MAYFIELD HIGH SCHOOL
Mayfield Road, Dagenham, Essex

Telephone: 01-590 5811
Head: D. T. Jones, B.Sc.

Required from September 1981: a teacher of English for 11 - 16 years. Scale 1. Temporary appointment to cover for maternity leave. The post is on Scale One, with Inner London Allowance of £498.

Applications should be by letter, giving full details of education, qualifications, experience and names and addresses of two referees, to the Headmaster. (14493) 061-80

REDBRIDGE
LONDON BOROUGH OF
NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead, E11

Telephone: 01-989 9088
Head: Michael Wootton

Required from September 81: a teacher of English to 'O' level in all levels in this 11 - 18 mixed comprehensive school. Courses to CSE, 'O' level and 'A' level. For a suitably qualified and experienced candidate a Scale II post would be considered.

Application form and further details from the Headmaster (s.a.e. please). (17650) 061-80

RICHMOND UPON THAMES
LONDON BOROUGH OF

WALDEGRAVE SCHOOL
(11 - 16 Girls' Comprehensive)
Pitth Cross Road, Twickenham, Middlesex, TW2 5RE

An ENGLISH teacher, Scale 1, is required in September for an unestablished post to join a strong lively Department.

Application forms available from the Director of Education, Regal House, London Road, Twickenham, TW1 3QB (foolscap s.a.e.) and should be returned to the Headmistress at the school by 26th June, 1981. 061-80

ROTHERHAM
METROPOLITAN BOROUGH OF
DEPARTMENT OF EDUCATION
ASTON COMPREHENSIVE SCHOOL
Aston, Sheffield
11 - 18 Mixed. Approx. 1588 on roll (approx. 181 in sixth form)
Required for September, 1981 for the autumn term only, ASSISTANT TEACHER - SCALE 1. Required for English and Drama up to 5th 'O' level. Details available from the Headteacher, Telephone Sheffield 878171.

Closing Date: As soon as possible.

Letters of application to the Headteacher, Aston Comprehensive School, Aughton Road, Swallownest, Sheffield, S31 0TF.

R. W. Ellis, Director of Personnel Resources. (14019) 061-80

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
Granville College
Gleadless Road, Sheffield S13 2GB
Required from September 1981, a scale 1 teacher of English.

Application forms are available from the Head Teacher to whom they should be returned by Friday 3 July 1981. (18963) 061-80

SHROPSHIRE
EDUCATION COMMITTEE
PRINCE LUCIAN UPPER SCHOOL
District Centre, Brindley, Telford TF6 5JA

GRADUATE required for lively English Department, teaching resource based courses to all abilities. Boating available.

Further details from Headmaster (s.a.e.). (18481) 061-80

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
(11 - 18)

Required for comprehensive, 1050 pupils, 190 (Yr 6th Form)
ENGLISH SCALE 1
Full-time teacher required from the 1st January 1982 in this co-educational 11 - 18 comprehensive school. This post is a temporary one for the Autumn Term but there is the possibility of a permanent appointment from January 1982.

Letter of application, giving details of qualifications and experience, to the Headmaster, Bridgnorth Endowed School, Stroudgate, Bridgnorth, WV15 4ER. (17508) 061-80

SUFFOLK
SUDBURY UPPER SCHOOL
Tudor Road, Sudbury
(Mixed Comprehensive 13 - 18; 1100 on roll. 150 in Sixth Form)
Required for September, 1981, teacher of ENGLISH (Scale 1)
NORTHGATE HIGH SCHOOL
Bridgeate Lane, Ipswich IP4 3DL
(11 - 18 mixed comprehensive, roll 815)

Scale 1 Teacher of English to teach throughout the school, including work to 'A' level, graduate preferred, but not essential. Scale 2 post.

Forms and further details available from the Headteacher at the school concerned (foolscap s.a.e. please). Completed forms may be obtained. (17845) 061-80

WARWICKSHIRE
THE TRINITY R.C. (AIDED)
COMPREHENSIVE SCHOOL
Trinity Close, Leamington Spa, CV32 6NB
(Comprising two 4 fe. parallel halls, 13 - 16, plus mainly academic 6th form for 300)

Temporary Teacher of English to 'O' level required September for one year only during absence of permanent post holder on secondment. Interest in Drama welcome.

Apply by letter (for Principal) at the school enclosing curriculum vitae in brief and addresses of two referees with telephone details (if possible) (s.a.e. please). (14340) 061-80

WEST SUSSEX
WARDEN PARK SCHOOL
Road Shaw, Copsefield N.,
Haywards Heath, West Sussex.
N.O.R. 1450 (approximately)

Required, September 1981 teache of ENGLISH (Scale 1) to teach subject throughout age and ability range, C.S.E. 'O' and 'A.O' levels. Please state other subject(s) offered.

Letters of application, quoting full details, should be addressed to Head, S.A.E. please. (17765)

WILTSHIRE
THE CORNHAM SCHOOL
The Tynings, Corsham, Wilts, SN13 9EE

Required for September, a temporary teacher of ENGLISH (Scale 1) for term duration. This is a co-educational comprehensive school for pupils aged 11 - 18 years during the absence of maternity leave of present English teacher.

Application forms (returnable by 30th June) and further details (s.a.e. please) from the Headteacher.

WILTSHIRE
MELKSHAM SCHOOL
The Spa, Melksham SN12 6PJ
(Mixed Comprehensive 11 - 18; 1,100 on roll)
Required for September, 1981, teacher of ENGLISH (Scale 1)
Scale 2 for suitable candidate.

Letter of application, including names and addresses of 2 referees, to the Headmaster. (14343) 061-80

Geography
Heads of Department

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Wellington Drive, Wokingham, RG11 3AQ
N.O.R. 1050
Required for January, 1982 or September, 1982 (if possible) an H. of D. Geography, Scale 4. Qualified to teach throughout 11 - 18 Comprehensive School.

Further details from the Principal (s.a.e.). (18242) 061-80

REDBRIDGE
LONDON BOROUGH OF
CRADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex.

Telephone: 01 599 2600
Head: Mrs. D. Watkins, B.Ed.

Required from September 1982 a suitably experienced teacher of Geography for one year only to cover a Head of Department's absence on secondment. Subject offered to 'O' and 'A' level. Possibility of Head of Department post.

Forms and further details are available from the Headmistress at the School or telephone for an appointment. (18815) 061-80

REDBRIDGE
LONDON BOROUGH OF
SEVEN KINGS HIGH SCHOOL
Lay Street, Ilford, IG3 7ST
Telephone: 01 554 8888

Head: Miss M. B. Evans, M.A.

Required from September, 81 or January 82: a well qualified and experienced teacher of Geography to join the Head of Geography in this 11-18 mixed 11 - 18 comprehensive school with 135 in the sixth form. The post is on Scale 3 with Outer London Allowance of £498.

Forms and further details are available from the Head at the School, to whom completed applications should be returned by 1 July 1981. (14364) 061-80

SURREY
EDUCATION COMMITTEE
WARLINGHAM COUNTY SECONDARY
Warlingham
(11 - 18)
HEAD OF GEOGRAPHY. Scale 3
required September 1981 or as soon as possible. Well qualified teacher with MAIN GEOGRAPHY to lead lively young Department.

Apply to the Head. Tel: (Upper Warlingham 4067. (18860) 061-80

Other Posts on Scale 2 and above

HAMPSHIRE
SHIRLEY WARREN SCHOOL
Warren Crescent, Southampton SO1 5AY
(11 - 16 Mixed Comprehensive; NOR 575)

Required for academic year 1981/82 only Scale 2 or 3 - Geography to teach CSE, GCE 'O' level.

Apply by letter with SAE to Head with curriculum vitae and names of two educational referees by 26th June. (18923) 061-80

Scale 1 Posts

BEXLEY
LONDON BOROUGH OF
ERITH TECHNICAL HIGH SCHOOL FOR GIRLS
Tower Road, Belvedere, Kent. DA5 1AG
Tel: 01-304 8311

Roll 980, Group 10
Required for September, specialist teacher of GEOGRAPHY. Subject offered to 'O' and 'A' level. Possibility of duties as Head of Department for suitable candidate.
G.P.A. 2498. Assistance with removal expenses. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of two referees, to the Headmistress at the school enclosing curriculum vitae in brief and addresses of two referees with telephone details if possible (s.a.e. please). (14340) 061-80

DERBYSHIRE
EDUCATION COMMITTEE

KIRK HALLAM SCHOOL &
COMMUNITY CENTRE
Godfrey Drive, Kirk Hallam, Ilkeston, DE7 4JH

Tel: Ilkeston 301589
(Co-ed Stations 11 - 16 Comprehensive, 670 on roll)

Temporary appointment

Required for the academic year September 1981 to July 1982 a well qualified teacher for Geography and Social Studies (Scale 1) to work in the new purpose-built full range comprehensive, co-educational school. Some 6th form work available.

Letters of application, quoting full details should be sent to Head, S.A.E. please. (17765)

DONCASTER
CAMPSMOUNT SCHOOL
Norton, Doncaster, DN6 9AB

Doncaster: 700474.

Teaching post for Geography and Religious Education Scale 1 for the Autumn Term and possibly beyond to cover maternity leave absence.

Applications are invited to write or telephone for details at the above address as soon as possible. (14340) 061-80

DORSET
GLENMOOR SCHOOL FOR GIRLS
Seawick Avenue, Bournemouth.
Required for September, 1981, well qualified and experienced teacher of Geography, Scale 1 post for one year only following secondment of present holder. 'O' level and CSE work available.

A warm welcome to the Headmistress enclosing curriculum vitae and names of referees (s.a.e. please) for acknowledgement. (17913) 061-80

DORSET
OAKMEAD SCHOOL FOR GIRLS
Oakmead Road, Bournemouth
(680 girls, comprehensive)
Required January, 1982, teacher for Geography, Scale 1, to cover for 1 year. Economics or History may be an advantage.

Letter to the Headmistress enclosing curriculum vitae in brief and addresses of two referees (s.a.e. please) for acknowledgement. Closing date 3rd July. Interviews will be held week beginning 20th July. (17911) 061-80

EAST SUSSEX
COUNTY COUNCIL
(Brighton Area)
LONGHILL HIGH SCHOOL
Falmer Road, Rottingdean, Brighton
(13 - 19 Mixed Comprehensive)
Required SEPTEMBER 1981, temporary appointment for one year, Scale 1, to cover all or part of absence of Head of Geography. Apply in writing to the Headmaster, stating date(s) available with curriculum vitae and the names of two referees. (18870) 061-80

HAMPSHIRE
HERON WOOD SCHOOL
Comprehensive 11 - 16
Tongham Road, Aldershot
N.O.R. 900
Required for September 1981 both Teacher of Geography with main interest in Environmental Education and Teacher of Mathematics. Inner London Allowance.

Letter of application stating qualifications and experience to the Headmaster at the school. Closing date 1 week after appearance of this advertisement. (15834) 061-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

DROITWICH HIGH SCHOOL
Ombersley Road, Droitwich, WR9 0AA

Mixed Comprehensive High School with 1500 pupils on roll

Required for September, 1981, a teacher of Geography.

Scale 1. Courses have been carefully developed to C.S.E., Ordinary and Advanced level 'O' level and 'A' level. Links to Integrated Studies Course. Scale 2 post available for subject with Social Studies content or non-examination work to help with courses for successful candidates would probably be required to take part in this area of work. Teaching Level Teaching could be available for a suitably qualified applicant.

Application forms and further details from the Head of Geography or Head of Lower School (s.a.e. please). (17661) 061-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - CHATTER HOUSE COMPREHENSIVE
Cliffe Road, Rochester, Kent.
(1,800 on roll. 13 - 18. Courses leads to C.S.E., 'O' and 'A' level)

Required, for September, a well qualified specialist teacher of GEOGRAPHY to lead team to all levels. Please state second subject. Scale 2 post.

Letters of application should be sent to the Headmaster, including the names and addresses of two referees. (17765) 061-80

LIVERPOOL
CONVENT OF MERCY HIGH SCHOOL (Girls)
View Tree Lane, Liverpool L12 9HJ

Assistant Scale 1
Geography/Economics or Science

Required for September.

Forms available from (SAE) +returnable to the Headmistress quoting ref. A&M 10130A by 26 June. (14090) 061-80

REDBRIDGE
LONDON BOROUGH OF
CANON PALMER R.C. HIGH SCHOOL
Aldborough Road South, Seven Kings, Ilford.

Telephone: 01-597 3184
Head: F. A. Davis, B.A.

Required from September 81: a teacher of Geography for 11 - 16 mixed comprehensive, to teach to 'O' level. Possibility of duties as Head of Department. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of 2 referees, to the Headmaster of the school. (14389) 061-80

REDBRIDGE
LONDON BOROUGH OF
NIGHTINGALE HIGH SCHOOL
Elmcroft Ave., Wanstead E11

Telephone: 01-989 9088
Head: Michael Wootton

Required from September 1981: a teacher of Geography to 'O' level. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of 2 referees, to the Headmaster of the school. (14389) 061-80

ROTHERHAM
METROPOLITAN BOROUGH OF
DEPARTMENT OF EDUCATION
DINNINGTON COMPREHENSIVE SCHOOL
Dinnington, Sheffield
11 - 18 Mixed. Approx. 1864 on roll (approx. 230 in sixth form)
Required for September, 1981 for the autumn term only, SCALE 1 Graduate required to teach throughout the school. Ability to help with Social Studies courses and willingness to teach CSE Integrated Studies would be an added advantage.

Letters of application (no forms) with full curriculum vitae to the Headmaster as soon as possible. (14148) 061-80

History
Heads of Department

AVON
CLEVEDON COMPREHENSIVE SCHOOL
Valley Rd., Clevedon, Avon BS21 7AH
Tel: 0275 876744/5/6

Required for September 1981 a teacher of History, suitably qualified and experienced to teach throughout the ability range to 'O' and 'A' level. Ability to contribute to Integrated Studies an advantage. Scale 2 post.

Application forms (SAE) from the Headmaster quoting ref. A&M 10130A by 26 June. (14090) 061-80

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Wellington Drive, Wokingham, RG11 3AQ
N.O.R. 1050
Required for January, 1982 or September, 1982 (if possible) an H. of D. History, Scale 4. Qualified to teach throughout 11 - 18 Comprehensive School.

Further details from the Principal (s.a.e.). (18242) 061-80

BEXLEY
LONDON BOROUGH OF
ERITH TECHNICAL HIGH SCHOOL FOR GIRLS
Tower Road, Belvedere, Kent. DA5 1AG
Tel: 01-304 8311

Roll 980, Group 10
Required for September, specialist teacher of HISTORY. Subject offered to 'O' and 'A' level. Possibility of duties as Head of Department for suitable candidate.
G.P.A. 2498. Assistance with removal expenses. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of two referees, to the Headmistress at the school. (14389) 061-80

BRENT
LONDON BOROUGH OF
WILLESDEN HIGH SCHOOL
Chamberlayne Road, NW10 3NP
Tel: 01-459 3814

Required for September, 1981, a teacher of History to 'O' level. Scale 1 post.

Apply by letter to the Headmaster at the school, giving details of qualifications, experience and names and addresses of two referees. (14482) 061-80

CROYDON
COUNTY COUNCIL
EDUCATION DEPARTMENT
WINDMILL SCHOOL
Windmill Road, Croydon, CR0 2XP
Tel: 01-684 1303

Required for September, 1981, a teacher of History to 'O' level. Scale 1 post.

Apply by letter to the Headmaster at the school, giving details of qualifications, experience and names and addresses of two referees. (14482) 061-80

DORSET
DORSET COUNTY COUNCIL
DAMORY COURT SCHOOL
Damory Court, Wimborne, BH21 1QE
Tel: 0202 882101

Required for September, 1981, a teacher of History to 'O' level. Scale 1 post.

Apply by letter to the Headmaster at the school, giving details of qualifications, experience and names and addresses of two referees. (14482) 061-80

HAMPSHIRE
HERON WOOD SCHOOL
Comprehensive 11 - 16
Tongham Road, Aldershot
N.O.R. 900
Required for September 1981 both Teacher of History with main interest in Environmental Education and Teacher of Mathematics. Inner London Allowance of £498.

Letter of application stating qualifications and experience to the Headmaster at the school. Closing date 1 week after appearance of this advertisement. (15834) 061-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

DROITWICH HIGH SCHOOL
Ombersley Road, Droitwich, WR9 0AA

Mixed Comprehensive High School with 1500 pupils on roll

Required for September, 1981, a teacher of History.

Scale 1. Courses have been carefully developed to C.S.E., Ordinary and Advanced level 'O' level and 'A' level. Links to Integrated Studies Course. Scale 2 post available for subject with Social Studies content or non-examination work to help with courses for successful candidates would probably be required to take part in this area of work. Teaching Level Teaching could be available for a suitably qualified applicant.

Application forms and further details from the Head of the History Department or Head of Lower School (s.a.e. please). (17661) 061-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - CHATTER HOUSE COMPREHENSIVE
Cliffe Road, Rochester, Kent.
(1,800 on roll. 13 - 18. Courses leads to C.S.E., 'O' and 'A' level)

Required, for September, a well qualified specialist teacher of HISTORY to lead team to all levels. Please state second subject. Scale 2 post.

Letters of application should be sent to the Headmaster, including the names and addresses of two referees. (17765) 061-80

LIVERPOOL
CONVENT OF MERCY HIGH SCHOOL (Girls)
View Tree Lane, Liverpool L12 9HJ

Assistant Scale 1
Geography/Economics or Science

Required for September.

Forms available from (SAE) +returnable to the Headmistress quoting ref. A&M 10130A by 26 June. (14090) 061-80

REDBRIDGE
LONDON BOROUGH OF
CANON PALMER R.C. HIGH SCHOOL
Aldborough Road South, Seven Kings, Ilford.

Telephone: 01-597 3184
Head: F. A. Davis, B.A.

Required from September 81: a teacher of Geography for 11 - 16 mixed comprehensive, to teach to 'O' level. Possibility of duties as Head of Department. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of 2 referees, to the Headmaster of the school. (14389) 061-80

REDBRIDGE
LONDON BOROUGH OF
NIGHTINGALE HIGH SCHOOL
Elmcroft Ave., Wanstead E11

Telephone: 01-989 9088
Head: Michael Wootton

Required from September 1981: a teacher of History to 'O' level in this 11-18 mixed comprehensive school with 135 in the sixth form. Courses to CSE and Scale 1 with Outer London Allowance of £498.

Forms and further details are available from the Head at the School, to whom completed applications should be returned by 1 July 1981. (14364) 061-80

SURREY
EDUCATION COMMITTEE
WARLINGHAM COUNTY SECONDARY
Warlingham
(11 - 18)
HEAD OF GEOGRAPHY. Scale 3 required September 1981 or as soon as possible. Well qualified teacher with MAIN GEOGRAPHY to lead lively young Department.

Apply to the Head. Tel: (Upper Warlingham 4067. (18860) 061-80

Humanities
Head of Department

BEXLEY
LONDON BOROUGH OF
ERITH TECHNICAL HIGH SCHOOL FOR GIRLS
Tower Road, Belvedere, Kent. DA5 1AG
Tel: 01-304 8311

Roll 980, Group 10
Required for September, specialist teacher of HUMANITIES. Subject offered to 'O' and 'A' level. Possibility of duties as Head of Department for suitable candidate.
G.P.A. 2498. Assistance with removal expenses. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of two referees, to the Headmistress at the school. (14389) 061-80

BRENT
LONDON BOROUGH OF
WILLESDEN HIGH SCHOOL
Chamberlayne Road, NW10 3NP
Tel: 01-459 3814

Required for September, 1981, a teacher of Humanities to 'O' level. Scale 1 post.

Apply by letter to the Headmaster at the school, giving details of qualifications, experience and names and addresses of two referees. (14482) 061-80

CROYDON
COUNTY COUNCIL
EDUCATION DEPARTMENT
WINDMILL SCHOOL
Windmill Road, Croydon, CR0 2XP
Tel: 01-684 1303

Required for September, 1981, a teacher of Humanities to 'O' level. Scale 1 post.

Apply by letter to the Headmaster at the school, giving details of qualifications, experience and names and addresses of two referees. (14482) 061-80

DORSET
DORSET COUNTY COUNCIL
DAMORY COURT SCHOOL
Damory Court, Wimborne, BH21 1QE
Tel: 0202 882101

Required for September, 1981, a teacher of Humanities to 'O' level. Scale 1 post.

Apply by letter to the Headmaster at the school, giving details of qualifications, experience and names and addresses of two referees. (14482) 061-80

HAMPSHIRE
HERON WOOD SCHOOL
Comprehensive 11 - 16
Tongham Road, Aldershot
N.O.R. 900
Required for September 1981 both Teacher of Geography with main interest in Environmental Education and Teacher of Mathematics. Inner London Allowance.

Letter of application stating qualifications and experience to the Headmaster at the school. Closing date 1 week after appearance of this advertisement. (15834) 061-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

DROITWICH HIGH SCHOOL
Ombersley Road, Droitwich, WR9 0AA

Mixed Comprehensive High School with 1500 pupils on roll

Required for September, 1981, a teacher of Humanities.

Scale 1. Courses have been carefully developed to C.S.E., Ordinary and Advanced level 'O' level and 'A' level. Links to Integrated Studies Course. Scale 2 post available for subject with Social Studies content or non-examination work to help with courses for successful candidates would probably be required to take part in this area of work. Teaching Level Teaching could be available for a suitably qualified applicant.

Application forms and further details from the Head of the Humanities Department or Head of Lower School (s.a.e. please). (17661) 061-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - CHATTER HOUSE COMPREHENSIVE
Cliffe Road, Rochester, Kent.
(1,800 on roll. 13 - 18. Courses leads to C.S.E., 'O' and 'A' level)

Required, for September, a well qualified specialist teacher of HUMANITIES to lead team to all levels. Please state second subject. Scale 2 post.

Letters of application should be sent to the Headmaster, including the names and addresses of two referees. (17765) 061-80

LIVERPOOL
CONVENT OF MERCY HIGH SCHOOL (Girls)
View Tree Lane, Liverpool L12 9HJ

Assistant Scale 1
Geography/Economics or Science

Required for September.

Forms available from (SAE) +returnable to the Headmistress quoting ref. A&M 10130A by 26 June. (14090) 061-80

REDBRIDGE
LONDON BOROUGH OF
CANON PALMER R.C. HIGH SCHOOL
Aldborough Road South, Seven Kings, Ilford.

Telephone: 01-597 3184
Head: F. A. Davis, B.A.

Required from September 81: a teacher of Humanities to 'O' level. Possibility of duties as Head of Department. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of 2 referees, to the Headmaster of the school. (14389) 061-80

REDBRIDGE
LONDON BOROUGH OF
NIGHTINGALE HIGH SCHOOL
Elmcroft Ave., Wanstead E11

Telephone: 01-989 9088
Head: Michael Wootton

Required from September 1981: a teacher of Humanities to 'O' level. Inner London Allowance of £498.

Apply by letter, giving details of age, education and qualifications, with names and addresses of 2 referees, to the Headmaster of the school. (14389) 061-80

DYFED
EDUCATION COMMITTEE

1. Yn ystod arbyn Medi 1st, 1981
Gwahoddir ceisiadau gan athrawon profiadol am swydd Pritathro/ Pritathrawes yn yr Ysgolion canlynol:—
Ysgol Gynradd Saesneg, Llanybydder (Grwp 1)
Ysgol Gynradd Saesneg, Llandeilo (Grwp 1)
Ysgol Gynradd Llanymddyfri, Llandeilo-pons-Steffan (Grwp 2)
Medd fi ymgeiswyr bod swydd gynyg am o leiaf pum mlynedd, mewn Ysgolion Gynradd, ac yn gyda rhagluen y Gymraeg.
Gellir cael rhaffiennol pellach ar dderbyn amlen yn dwyn cyfeirlad a stamp addi wedi'i Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, a dylid eu dychwelyd fydd erbyn Gorffennol 1af, 1981.
All posts required by 1st September 1981 or as soon as possible thereafter.

2. Lecturer Comprehensive Subject Group 9
For advertisement
Head of Physics Department, to organise and teach the subject up to 'A' and 'S' Level. Scale 3 post for a suitably qualified candidate.

3. Llandeilo County Secondary School (650 pupils)
Graduate teacher with qualifications to teach French/French Studies to O/CSE level. Scale 1 post.
Applicants are required to state other subjects they are able to offer.

4. Whitland Grammar School (660 pupils)
Well qualified graduate teacher to be responsible under the Head of Department, for Boys' Physical Education. Scale 2 post.
The person appointed will also be required to teach Human Biology for 16+ examinations.

Applications for posts 2, 3 and 4 by letter, giving full details of education, qualifications, experience, curriculum vitae and the names and addresses of two referees, direct to the Headmaster of the particular school by 1st July, 1981.

5. St. Mary's R.C. School Llanelli
a. Qualified Assistant Scale 1
The successful applicant will be an experienced Junior trained teacher who is able to teach all subjects in a junior school. He/She will also be expected to assist in language development throughout the School.

b. Qualified Assistant Scale 1
The successful applicant will be an experienced infant trained teacher who is able to teach pupils throughout the age range of 3-7 years.
Applicants for both posts should be practising Catholics.
Application forms for posts 5a and 5b are obtainable from the Area Education Office, 2 & 4 Goleulan Terrace, Llanelli (on receipt of a s.a.e.) and are returnable to County C.A. Scheme, Neuadd Y Sir, Caerfyrddin, Llanelli SA15 4AA by 1st July, 1981.

IN CHARITER CAMFASIO
CAMFASSWN DIWYD YN DIWRTHYLYN ALL DDIGALLU
W.J. PHILLIPS Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed. T68078

SECONDARY SCHOOLS

SECOND MASTER/MISTRESS

HAMPSTEAD SCHOOL (SM)
Parkhill Road, NW3 2BT
Tel: 01-435 1811
(Roll 1,000/160 in sixth form)

Headmistress: E. F. Field

Required from January, 1982. Second Mistress for this Group 12 school. Responsibilities are the organisation of the Sixth Form, public examinations and staff care.

ART

Head of Department

ST MICHAEL'S R.C. (SM)
Lee Road, Blackheath, SE13 6UN
Tel: 01-852 4453
Roll 600

Headmistress: Sr. Ann Hoskins

Required from September 1981, for 1 year in the first instance, a temporary Teacher of Home Economics (.3). Possibility of permanent post. Apply by letter or telephone the school for appointment.

Scale 1 Post

ELTHAM HILL (SC)
Eltham Hill, SE9
Tel: 01-859 2843
Roll: 1,000

Headmistress: Mrs. B. M. Sullivan

Required a.s.a.p., temporary Teacher of Home Economics (.3). Possibility of permanent post. Apply by letter or telephone the school for appointment.

HISTORY

BRENTON — Vth FORM CENTRE
Brenton Street, E14 8NS

Required Teacher, with experience of 'o' level History to commence duties September 1981 as Head of History on Monday and Wednesday afternoons, Tuesday and Thursday mornings each week.
The platform centre which is situated in Butterworth Road, N7 (close to Holloway Road Tube Station) was opened in September 1978 and offers a wide range of 'A' level courses to

SECONDARY HISTORY HEADS OF DEPT
continued

HERRFORD AND WORCESTER
COUNTY COUNCIL

ST. MARY'S R.C. HIGH SCHOOL
Lugwardine, Herefordshire.
(Int. 435)

(11 - 16)
Mixed Comprehensive; Number on roll 619

Required January - Head of History Department, Scale 3. Applicants must hold an appropriate degree and be practising Catholics.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (17166) 063-58

NORTHAMPTONSHIRE

GUILSBOROUGH COUNTY SCHOOL
Wear Headway Road, Guilsborough, Northampton

(1980 pupils; 190 in sixth form)

HISTORY SCALE 3

Required for September, 1981 as soon as possible thereafter a teacher to take charge of the subject in this comprehensive school. History is taught within the Humanities Department although it is taught as a separate subject from the third year upwards.

Application forms and further details may be obtained from the Headmaster/Principal on receipt of S.A.E. (17649) 063-58

TAMESIDE
METROPOLITAN BOROUGH

LITTLEMOSS COUNTY HIGH SCHOOL FOR BOYS
Droylsden

Required from September 1981 ASSISTANT TEACHER, Scale 2 - HEAD OF HISTORY.

Application forms and further particulars may be obtained from the Director of Education, Education Offices Department, Town Hall, Dukinfield, Cheshire SK16 4LA, to whom completed forms should be returned by 25th June, 1981. (14495)063-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - WARREN WOOD SECONDARY BOYS' SCHOOL
Arethusa Road, Rochester, Kent. ME1 3JS
Boys' secondary modern 400 on roll.

Assistant teacher for HISTORY (Scale 1) required for September 1981 to teach throughout the school to C.S.E. and 'O' level. An ability to offer some A' level work would be an advantage.

Further particulars and curriculum vitae to the Headmaster at the above address. (17731) 063-80

Scale 1 Posts

DERBYSHIRE

NEWBOLD GREEN SCHOOL
Newbold, Chesterfield, S41 8AT

11 - 16 Comprehensive. NOR 708

For September 1981- Teacher of History.

Applications by letter, with curriculum vitae and details of two referees, to the Headmaster. (S.A.E.) (14144) 063-80

HAMPSHIRE

MILL CHASE SCHOOL
Bordon
11 - 16 Comp Mixed 1190 on roll

Assistant teacher of History required September 1981.

Letter of application with full curriculum vitae, names and addresses of two referees and S.A.E. to Head (17239) 063-80

HERTFORD AND WORCESTER
COUNTY COUNCIL

THE MINSTER SCHOOL
Leominster, Herefordshire, HR6 8JJ

Group 11 Comprehensive School; 11 - 18; 700 pupils with well established sixth form, is situated in a pleasant small market town in rural Herefordshire

Required for September 1981 or January 1982 - Teacher for History (Scale 1).

The successful applicant will be required to teach some English and General Subjects.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (17678) 063-80

NORTHAMPTONSHIRE

GUILSBOROUGH COUNTY SCHOOL
Wear Headway Road, Guilsborough, Northampton

(1980 pupils; 190 in sixth form)

HISTORY SCALE 3

Required for September, 1981 as soon as possible thereafter a teacher to take charge of the subject in this comprehensive school. History is taught within the Humanities Department although it is taught as a separate subject from the third year upwards.

Application forms and further details may be obtained from the Headmaster/Principal on receipt of S.A.E. (17649) 063-58

TAMESIDE
METROPOLITAN BOROUGH

LITTLEMOSS COUNTY HIGH SCHOOL FOR BOYS
Droylsden

Required from September 1981 ASSISTANT TEACHER, Scale 2 - HEAD OF HISTORY.

Application forms and further particulars may be obtained from the Director of Education, Education Offices Department, Town Hall, Dukinfield, Cheshire SK16 4LA, to whom completed forms should be returned by 25th June, 1981. Ref. TE 2493/HT. (14297) 063-58

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - WARREN WOOD SECONDARY BOYS' SCHOOL
Arethusa Road, Rochester, Kent. ME1 3JS
Boys' secondary modern 400 on roll.

Assistant teacher for HISTORY (Scale 1) required for September 1981 to teach throughout the school to C.S.E. and 'O' level. An ability to offer some A' level work would be an advantage.

Further particulars and curriculum vitae to the Headmaster at the above address. (17731) 063-80

LONDON, SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22

Required for September 1981: Assistant teacher to share in the teaching of History throughout the school to 'A' (Advanced and University entrance level.

Applications, Miss Allen's Girls' School Salary Scale (Burnham plus) with letter, London Addition and Government Supernumerary Scales.

Interviews will take place in the week of 13th July 1981.

Apply with copies of testimonials and the names of two referees to the Head Mistress at the school. (14315) 063-80

HERTFORDSHIRE

ST. GEORGE'S SCHOOL
Bersedem,
Groups X - Co-educational, Voluntary Aided.

Graduate Historian required September to teach History to A Level and Humanities in the Lower School.

St. George's is not a Church School but it has its own Chapel and Chaplain and a strong Christian tradition. Willingness to help with R.E. and/or Scripture would be a strong added recommendation.

Apply in writing immediately with curriculum vitae and names of two referees. (16761) 063-80

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
HISTORY TEACHER, SCALE 2
HEADLANDS SCHOOL
Beverley Road, Bridlington, North Humberside. YO16 5UR
Co-educational Comprehensive 11 - 18 years; NOR 1372

Required for January, 1982, a teacher of History to act as second in the department, working mainly in the upper school.

Application form and further details are available from the Head at the school to whom completed forms should be returned by 25th June, 1981. (14495)063-80

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER - WARREN WOOD SECONDARY BOYS' SCHOOL
Arethusa Road, Rochester, Kent. ME1 3JS
Boys' secondary modern 400 on roll.

Assistant teacher for HISTORY (Scale 1) required for September 1981 to teach throughout the school to C.S.E. and 'O' level. An ability to offer some A' level work would be an advantage.

Further particulars and curriculum vitae to the Headmaster at the above address. (17731) 063-80

LONDON, SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22

Required for September 1981: Assistant teacher to share in the teaching of History throughout the school to 'A' (Advanced and University entrance level.

Applications, Miss Allen's Girls' School Salary Scale (Burnham plus) with letter, London Addition and Government Supernumerary Scales.

Interviews will take place in the week of 13th July 1981.

Apply with copies of testimonials and the names of two referees to the Head Mistress at the school. (14315) 063-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

COLONEL FRANK SEELY COMPREHENSIVE SCHOOL
Platts Lane, Calverton, Nottingham. NG14 6FZ

Headmaster: R.W. Bowden. B.Sc.
Mixed: 1008 (11 - 18)

Applications are invited from suitably qualified candidates for the following post. For September, 1981 - Head of Integrated Studies in Lower School. Knowledge of Integrated Learning Techniques in mixed ability classes desirable. Ability to offer History to C.S.E. or G.C.E. level in main school essential.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (14137) 063-80

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

METHWOLD HIGH SCHOOL
Hythewold
Roll 680 Mixed 11 - 16 years

Scale 1 - History, an ability to offer Geography an advantage.

Apply by letter, giving curriculum vitae and names of two referees to the Headmaster. For further details send s.a.e. Removal expenses and assistance in accordance with Authority's scheme. (18849)

SEFTON

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
SALESIAN JUNIOR SCHOOL
Neilson Way, Booth, Merseyside L30 2NA

(11 - 16 Boys' Comp. with Mixed 5th Form of 160)

TEMPORARY TEACHER OF HISTORY & SOCIAL STUDIES to 'O' level (Scale 1) required September 1981 to cover for secondment.

Apply by letter to the Head Teacher, enclosing curriculum vitae, names and addresses of two referees and s.a.e.

Closing date: 26th June 1981. (17807) 063-80

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
HIGH STORRS SCHOOL
Ringinlow Road, Sheffield 811 7LH
A teacher of History (Scale 1) is wanted for September in this co-educational comprehensive school for 1500 pupils including 280 in the sixth form.

Application forms and further details may be obtained from the Headmaster at the school, to whom they should be returned by Friday 3 July 1981. (18965) 063-80

Humanities

Heads of Department

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
WOLVERHAMPTON GIRLS' HIGH SCHOOL
VALLEY PARK SCHOOL

Required for January 1982, Head of Department.

An experienced, enthusiastic teacher is required to be responsible for the teaching of Humanities throughout the school. Candidates must be able to organise the integrate of Geography, History and related courses but should have main qualifications in Geography

Valley Park is a new 13 - 18 inner-urban mixed comprehensive which is developing from a 6th year only intake in 1977 to an ultimate size of about 1900.

Application forms and further details available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RH to whom they should be returned within 10 days of this advertisement. (see please). (14157) 063-80

Other Posts on Scale 2 and above

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALUMWELL COMPREHENSIVE SCHOOL
Norwood Avenue, Walsall, WS8 6UP
Required (or September, 1981 or January, 1982 TEACHER IN HUMANITIES FACULTY - Scale 2 - PSA Allowance. Closing date 30th June 1981.

Application should be made by letter to the Head Teacher of the school giving full names and addresses of two referees and enclosing an s.a.e.

This Authority is an equal opportunity employer. (17858) 063-80

Scale 1 Posts

DONCASTER

DONCASTER
COMPREHENSIVE SCHOOL
Bond Street, Doncaster.
Doncaster (0302) 868414

For September 1981 a teacher of Humanities and Economics is required. The person appointed will join a team responsible for the curriculum and will be required to play an active part in the development of the Humanities Course, in which the social sciences are integrated and taught on an interdisciplinary basis. In addition to this, the successful candidate will be responsible for the A Level Economics in the Sixth Form. The person will be pleased to reply to any questions informally regarding the nature of this post.

Applicants should apply as soon as possible by letter, giving full curriculum vitae, details of training and experience and the names of two referees. (14940) 063-80

CAMBRIDGESHIRE

NORTHERN AREA
BUSHFIELD COMMUNITY SCHOOL
Orton Centre, Peterborough, PE2 5UG
Tel: Peterborough 233014.
Principal: Mr. M.R. Stirling, M.A. (Oxon)

GROUP 10 ROLL 591 (11 - 16)
Required for September 1981:- Assistant Teacher for French/Humanities to teach mainly Years 3 and 4. Scale 1 post.

Possibility of assistance with housing in appropriate cases.

Application by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Principal at the above address by 26th June 1981. (15977) 063-80

ESSEX

THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend on Sea 545771
(Roll 1350)

TEACHER OF HUMANITIES
SCALE 1
Required September, Teacher of Humanities with some specialisation in Religious Education. Interest in extra-curricular activities welcome. Curriculum vitae and names of two referees to the Headmaster (foolscap s.a.e. please). (17940)

063-98

WALTHAM FOREST

LONDON BOROUGH OF
The Borough is within easy reach of Central London and the Essex Countryside.
Epping Forest. London Addition to Salary Scales.

SIDNEY CHAPLIN HIGH SCHOOL
Holly Lane, London, E17 8NW
Head Teacher: Mr. D. St. J. Gray

ART/CERAMICS/PHOTOGRAPHIES TEACHER SCALE 1 required in this mixed comprehensive school for pupils aged 11 - 18 years (450 on roll).

Required for September 1981.

An enthusiastic and committed teacher able to teach two of the general studies. The school is in modern buildings which are set in their own grounds. First appointment candidates are specifically invited to apply.

Application form and further details available on receipt of s.a.e. from Head Teacher, Sidney Chaplin. Closing date: 3rd July, 1981. (18868) 063-58

Mathematics

Heads of Department

BEXLEY

LONDON BOROUGH OF
HORNEMERE SCHOOL
Hurst Road, Bidcup, Kent, DA18 8AY
Tel: 01-300 5685

Group 10 - 560 Boys
Head of Mathematics Scale 4, required for September 1981 or earlier if possible. The Department presently has 5 C.S.E. teachers (1 B.Ed) and G.C.E. 'O' level. Additional staff will be appointed for September 1981 to cater for 'A' level but this is not to be filled as a Department.

L.A.A. £4895. Assistance with removal expenses, and London Allowance. Interest allowance can be considered.

Further information and application forms can be obtained on receipt of s.a.e. Please apply in writing to Headmaster, John Rigby M.C. Comprehensive School, Layhams Road, West Wickham, Kent. (17749) 063-53

DEVON

Please see displayed advertisement on page 40 (14206) 064-53

ESSEX

GRAYS SCHOOL
Halfpenny Road, Grays RM17 5LL.
Tel: (Grays Thurrock) 71361.
(Roll 1501)

MATHEMATICS SCALE 2
Required for January 1982. Responsibility for organising mathematically less able. Facilities include mini-computer. Interested and experienced candidates considered for Scale 3.

Curriculum vitae and names of two referees to Head as soon as possible. (14819) 063-80

HARINGEY

BOROUGH OF
STROUD GREEN SCHOOL
Hilldrop Road, Tollenham, London N7 6JH
Girls' Comprehensive School.

Required for September 1981 Assistant Teacher of MATHEMATICS, preferably with a degree in Mathematics and the age and ability range.

A Scale 2 post is available for a candidate able additionally to take responsibility for the co-ordination of the present Mode 3 C.S.E. examinations and for Mathematics in the Lower School.

Application forms and further details from the Head Teacher. Tel. 272 1081. London Allowance £2017 per annum. Interest allowance £295 also allowed in approved cases.

Two copies of curriculum vitae and further particulars available (from the Head Teacher) are required by the Head of the School as soon as possible.

Chief Education Officer, Education Offices, 48 - 52 Station Road, Wood Green, N22 4TY. (17613)

HERTFORDSHIRE

COUNTY COUNCIL
KINGSBURY SCHOOL
Junior Bridge, Potters Bar, Herts
Roll: 850 mixed all ability 11 - 18.

Required for January 1982, Mathematics Teacher as specified in Scale 3 post. Scale 3 - London fringe allowance £813. Temporary post. Scale 1 also available in September. The post is suitable for an enthusiastic and well qualified teacher. Subsidiary subject could be Physics. The successful candidate will be based in post with Middle and Upper School Houses in current surroundings.

Apply to Headmaster with full details and names, addresses and telephone numbers of two referees. (15967) 063-58

HERTFORDSHIRE

COUNTY COUNCIL
NORTH HERTS DIVISION
CHESHUNT SCHOOL
Garston Walk, Royston, Herts.
Co-educational, 880 on roll in 6 forms.

Required for January 1982, (or earlier if possible) a well qualified and very keen teacher of MATHEMATICS (Scale 2) to become Head of Department. Candidates must be able to teach C.S.E. and 'O' level and 'A' level Mathematics. The school has a modern building and traditional teaching methods.

Full details available (S.A.E.) from the Headmaster, Telephone Royston 42939. Closing date for application (with curriculum vitae and names of two referees) 3rd July. Interviews will be held shortly afterwards. (18891) 063-58

WEST SUSSEX

FOREST SCHOOL
Compton Avenue, Horsham. RH13 6NW
(1115 Boys on roll - Comprehensive Community School - 11 - 16 years)

Required September 1981 or January 1982 HEAD OF MATHEMATICS DEPARTMENT (Scale 4) to co-ordinate the work of eight specialist teachers in this well established school. The Head of Maths also acts as Head of Newton House and applicants should be prepared to play a significant part in the organisation of the school. There are 10 microcomputers, a disc facility and printer in use in the department.

Further details and application form from the Headmaster on receipt of s.a.e.

Removal expenses in approved cases. (18276) 063-58

Other Posts on Scale 2 and above

BROMLEY

LONDON BOROUGH OF
BENVENUE GIRLS' SCHOOL FOR BOYS
High Street, Penge SE20 7QR
(Roll 1434)

Required for September 1981, or January 1982, in this Group 10 boys' Comprehensive School, teacher (Scale 2) to take responsibility for Computer Studies within the Mathematics Department. Computer Studies is a well established part of the 'O' level and CSE examinations subject and the school has its own Computer Terminal.

Applications by letter should be sent as soon as possible to the Head Teacher giving full personal and professional details and the names, addresses and telephone numbers of two referees. (17745) 064-53

BROMLEY

LONDON BOROUGH OF
ST. JOHN RIGBY R.C. COMPREHENSIVE SCHOOL
Layhams Road, West Wickham, Kent BR4 9HH
11 - 18 mixed

Required September, 1981 or as soon as possible, an experienced teacher of Mathematics to teach mainly to 'O' level and C.S.E. Additional duties will be given to the successful candidate to help with Computer Studies. Ability to teach 'A' level but this is not essential.

L.A.A. £4895. Assistance with removal expenses, and London Area Allowance £4895.

Full information and application forms can be obtained on receipt of s.a.e. Please apply in writing to Headmaster, John Rigby R.C. Comprehensive School, Layhams Road, West Wickham, Kent. (17749) 064-53

DEVON

Please see displayed advertisement on page 40 (14206) 064-53

ESSEX

GRAYS SCHOOL
Halfpenny Road, Grays RM17 5LL.
Tel: (Grays Thurrock) 71361.
(Roll 1501)

MATHEMATICS SCALE 2
Required for January 1982. Responsibility for organising mathematically less able. Facilities include mini-computer. Interested and experienced candidates considered for Scale 3.

Curriculum vitae and names of two referees to Head as soon as possible. (14819) 063-80

HARINGEY

BOROUGH OF
STROUD GREEN SCHOOL
Hilldrop Road, Tollenham, London N7 6JH
Girls' Comprehensive School.

Required for September 1981 Assistant Teacher of MATHEMATICS, preferably with a degree in Mathematics and the age and ability range.

A Scale 2 post is available for a candidate able additionally to take responsibility for the co-ordination of the present Mode 3 C.S.E. examinations and for Mathematics in the Lower School.

Application forms and further details from the Head Teacher. Tel. 272 1081. London Allowance £2017 per annum. Interest allowance £295 also allowed in approved cases.

Two copies of curriculum vitae and further particulars available (from the Head Teacher) are required by the Head of the School as soon as possible.

Chief Education Officer, Education Offices, 48 - 52 Station Road, Wood Green, N22 4TY. (17613)

HERTFORDSHIRE

COUNTY COUNCIL
KINGSBURY SCHOOL
Junior Bridge, Potters Bar, Herts
Roll: 850 mixed all ability 11 - 18.

Required for January 1982, Mathematics Teacher as specified in Scale 3 post. Scale 3 - London fringe allowance £813. Temporary post. Scale 1 also available in September. The post is suitable for an enthusiastic and well qualified teacher. Subsidiary subject could be Physics. The successful candidate will be based in post with Middle and Upper School Houses in current surroundings.

Apply to Headmaster with full details and names, addresses and telephone numbers of two referees. (15967) 064-53

HERTFORDSHIRE

COUNTY COUNCIL
NORTH HERTS DIVISION
CHESHUNT SCHOOL
Garston Walk, Royston, Herts.
Co-educational, 880 on roll in 6 forms.

Required for January 1982, (or earlier if possible) a well qualified and very keen teacher of MATHEMATICS (Scale 2) to become Head of Department. Candidates must be able to teach C.S.E. and 'O' level and 'A' level Mathematics. The school has a modern building and traditional teaching methods.

Full details available (S.A.E.) from the Headmaster, Telephone Royston 42939. Closing date for application (with curriculum vitae and names of two referees) 3rd July. Interviews will be held shortly afterwards. (18891) 064-58

ENFIELD

LONDON BOROUGH OF
ST. ANSELMS SCHOOL
London N13

Head of Maths Department.

For further details see block display advertisement on page 40 (14901)

HAMPSHIRE

FAREHAM PARK SCHOOL
Hillson Drive, Fareham.
11 - 18 mixed Comprehensive - 785 on roll

Required January 1982 - HEAD OF MATHEMATICS (M.M.P.) - Scale 3

Send curriculum vitae, names, addresses of two referees and S.A.E. to Head. (15967) 064-58

HERTFORDSHIRE

COUNTY COUNCIL
HERTFORDSHIRE SOUTH
Scots Hill, Croxley Green, Rickmansworth
Roll: 982 mixed all ability, 200 in 6th form.

Required September or January 1982, Mathematics Teacher with suitable experience to be Head of Mathematics. Scale 3 plus inner fringe allowance £813. There are 7 full time Maths. staff and the department possesses Micro-computer and terminal to 3 large central computer.

Apply by letter to Headmaster giving curriculum vitae, particulars of two referees and addresses of two referees. (15968)

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

MARSHLAND HIGH SCHOOL
School Road, West Walton, Near Wisbech

560 mixed, 11 - 16 years

Required January 1982, Scale 3 Head of Mathematics

Apply by letter giving curriculum vitae and names of two referees to the Headmaster. For further details send s.a.e.

Removal expenses paid within Authority's scheme. (15966) 064-58

OLDHAM

METROPOLITAN BOROUGH OF
GRANGE SCHOOL
Grange Road, Oldham

Required for January, 1981, at this progressive school of about 1800 pupils, a well qualified teacher of Mathematics with experience to assist in the teaching of the subject up to the 'A' level year. The successful candidate will be required to teach Computer Studies and Mathematics to all age groups and some work will be with sixth formers' groups. Scale 1, (Ref. 372)

Application forms and further particulars (foolscap, please) to whom completed forms should be returned as soon as possible. (17683) 064-58

SHROPSHIRE

EDUCATION COMMITTEE
THE WREKIN COLLEGE
Wellington Road, Trench, Telford.

(11 - 18 Mixed Comprehensive)

Required for January, 1982, (or earlier if possible) a teacher of Mathematics to teach mainly to 'O' level and CSE and to assist in the Sixth Form. Scale 1 or 2 according to qualifications and experience.

Full details and application forms available (S.A.E.) from the Headmaster, Telephone Wellington (0952) 244538. Closing date for application (with curriculum vitae and names of two referees) 3rd July. Interviews will be held shortly afterwards. (18892) 064-58

ISLE OF WIGHT

COUNTY COUNCIL
NEWPORT HIGH SCHOOL
Crossfield Avenue, Newport, Isle of Wight PO30 1TA
Age Range 13 - 18 years; 1087 on roll

Required for January 1982, Scale 3, MATHEMATICS TEACHER (Scale 3). With responsibility for the Mathematics Department, including the organisation of public examinations and the supervision of the work of other teachers in the department. Candidates should be able to teach C.S.E. and 'O' level Mathematics and 'A' level Mathematics. Ability to teach Computer Studies would be an advantage.

Further particulars and application forms from the Headteacher (A.A.M. Jones, M.A.) to whom they should be returned as soon as possible. (17815) 064-58

NEWHAM

LONDON BOROUGH OF
IN-SERVICE EDUCATION CENTRE
New City Road, Stratford, E13
MATHEMATICS ADVISORY TEACHER/TEACHER TRAINER
MATHEMATICS SUPPORT TEAM

Required: September 1981 or as soon as possible thereafter.

An enthusiastic teacher of Mathematics with a minimum of 5 years' experience in schools and by interest in the problems of teaching the lower secondary age range.

Duties will include working in small qualified mathematically, a wide spectrum of mathematical ability in junior schools, and to be responsible to the Senior Education Adviser. The post will occur due to the promotion of Mr. B.N. Graham to Deputy Adviser, being appointed Mathematics Adviser, in September 1981.

London Allowance £705.

Application forms and job description available from the Chief Education Officer, to whom completed forms should be returned by 10th July, 1981.

Director of Education, Housing Offices, Broadway, Stratford, London, E15 4BR. (17631) 064-53

TAMESIDE
METROPOLITAN BOROUGH

ASSISTANT TEACHER COMPUTING - Scale 1

The postholder will have a integral role in the development of the developing field of computer studies in the Mathematics and Special Section, working in close association with the programme of teaching.

Application forms and further particulars are available from the Director of Education, Education Offices, Town Hall, Ashton-under-Lyne, Lancs. OL6 7AH, to whom completed forms should be returned by 26th June, 1981. Ref. TE 2498/TE. (14191) 064-53

TAMESIDE
METROPOLITAN BOROUGH

LEIGH STREET COUNTY HIGH SCHOOL FOR GIRLS
Hyde

Required from January 1982 ASSISTANT TEACHER OF MATHEMATICS/COMPUTER STUDIES - Scale 1.

Application forms and further particulars are available from the Director of Education, Education Offices, Dukinfield, Cheshire SK16 4LA, to whom completed forms should be returned by 25th June, 1981. Ref. TE 2493/MT. (14297) 063-58

DONCASTER
BILBY CARR 13 - 18 SCHOOL

Required for September 1981 Graduate Teacher of Mathematics Scale 1 to join in September as a member of a team of 6 Mathematics staff at Comprehensive School in expanding area of Doncaster and Bentley, developing sixth form from September 1983. The post is suitable as a starting point for a teacher who is keen to be actively involved in the profession.

Application forms and further particulars are available from the Head Teacher (S.A.E. please) to whom they should be returned as soon as possible. (18898) 064-58

Scale 1 Posts

AVON COUNTY

RODWAY SCHOOL
Manorfield, Bristol
Tel: Kingswood (Bristol) 1098
(Mixed 11 - 18 comprehensive, 1050 pupils)

Required September for Rodway School, and from September 1982 for Cossham, a teacher of Mathematics (Scale 1) to teach mainly at 'O' level, and to be responsible for work in computers as appropriate.

Application forms for both schools from Mrs. B.N. Graham, Rodway School, Rodway Hill, Mangotsfield, Bristol BS17 3HP, to whom they should be returned as soon as possible. (17686) 064-58

BARNSLEY

METROPOLITAN BOROUGH OF
WILLOWS SCHOOL
Willow Lane, Dodworth, Barnsley
(11 - 16 Mixed Comprehensive 80 on roll - 1200 on roll September, 1981)

Required September, 1981 Assistant Teacher of MATHEMATICS (Scale 1) to teach mainly to 'O' level and CSE. Candidates will be required to take part in the teaching of Mathematics throughout the school. Candidates should be prepared to play a full part in the life of the school.

Application forms and further details from the Headmaster, Mr. Peter Hall, to whom completed forms should be returned as soon as possible. (17686) 064-58

BERKSHIRE

FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead SL6 7NQ

(11 - 18 Mixed Comprehensive 1070 on roll)

Required TEACHER FOR MATHEMATICS (Scale 1) with ability to teach C.S.E. and 'O' level Mathematics and to assist in the development of Mathematics throughout the school. Candidates should be prepared to play a full part in the life of the school.

Application forms and further particulars from the Headmaster to whom completed forms should be returned as soon as possible. (17686) 064-58

BERKSHIRE

LYNCH HILL SCHOOL
Lynch Hill Road, Slough, SL3 7PT
(Roll 1075)

Required September 1981 Teacher of MATHEMATICS (Scale 1) to join this school and contribute to the teaching of Mathematics throughout the school. Candidates should be prepared to play a full part in the life of the school.

Application forms and further particulars from the Headmaster to whom completed forms should be returned as soon as possible. (17686) 064-58

DEVON

Please see displayed advertisement on page 40 (14223) 064-80

DONCASTER

ARMTHORPE
COMPREHENSIVE SCHOOL
Mere Lane, Armthorpe,
Doncaster DN3 2DX

(No on Roll 1140; including 140 in Sixth Form)

Required for September 1981 Assistant Teacher of MATHEMATICS (Scale 1).

The subject is taught up to 'A' level. Short term work is extensive and includes Pure and Applied Mathematics, Statistics and Further Mathematics.

The ability to teach to 'A' level is desirable but not essential.

Letters of application, including curriculum vitae and naming two referees, should be addressed to the Headmaster at the school. Informal enquiries welcomed (Doncaster 851290). (15987) 064-80

DUDLEY
METROPOLITAN BOROUGH

THE RICHMOND HIGH SCHOOL FOR BOYS
Richmond Gate, Halesowen, West Midlands

(13 - 18 Comp: 520 on roll)

For September, TEACHER of MATHEMATICS (Scale 1).

Application forms/particulars (foolscap s.a.e.) from Headmaster. (14836) 064-80

EALING

LONDON BOROUGH
EALING TECHNICAL COLLEGE
CARDINAL NEWMAN RC HIGH SCHOOL
Cranford Road, Acton, London W3

Required for September 1981 a graduate Mathematician to assist with the teaching of Mathematics throughout the school, including 'A' level. Preference will be given to candidates offering either Statistics or Applied Mathematics. Salary Scale 1.

The school which is mixed (11 - 18) became comprehensive in 1974. London Weighting £705 per annum.

Application by letter giving details of career and qualifications and the names and addresses of two referees should be sent, as soon as possible, to the Principal of the school (01-993 0533) (SAE) (14198) 064-80

EALING

LONDON BOROUGH OF
EDUCATION SERVICE
MATHEMATICS ADVISER
Western Road, Southall Middlesex
Required September, 1981, a teacher of Maths (Scale 1).

The successful candidate will have the opportunity of teaching the subject throughout the whole age and ability range and will be required to assist in the traditional Mathematics Course and to help with the introduction of new courses and additional help in this field.

Application forms and further particulars from the Headmaster at the school.

Applications by letter with full curriculum vitae, names and addresses of two referees, to Headteacher. (17633) 064-80

HAMPSHIRE

THE CITY OF PORTSMOUTH
BOYS SCHOOL
Burnaby Road, Hilsea, Portsmouth. PO2 9DX
Comprehensive 12 - 18. 1560 on roll

Required September (if possible) Teacher of Maths to 'O' Level.

Apply in writing (curriculum vitae/2 referees) to Head as soon as possible. (14819) 064-80

HAMPSHIRE

THE CITY OF PORTSMOUTH
GIRLS SCHOOL
Burnaby Road, Hilsea, Portsmouth. PO2 9DX
Comprehensive 12 - 18, 1560 on roll

Required September (if possible) Teacher of Maths to 'O' Level.

Apply in writing (curriculum vitae/2 referees) to Head as soon as possible. (14819) 064-80

HAMPSHIRE

SOUTH HAMPSHIRE SCHOOL
Bishopstoke Road, Eastleigh
Tel: Eastleigh 612345
(Mixed Comprehensive, 1050 pupils)

Required September 1981 Assistant Teacher of MATHEMATICS (Scale 1) to teach mainly at 'O' level, and to be responsible for work in computers as appropriate.

Application forms for both schools from Mrs. B.N. Graham, Rodway School, Rodway Hill, Mangotsfield, Bristol BS17 3HP, to whom they should be returned as soon as possible. (17686) 064-58

NEWHAM

LONDON BOROUGH OF
IN-SERVICE EDUCATION CENTRE
New City Road, Stratford, E13
MATHEMATICS ADVISORY TEACHER/TEACHER TRAINER
MATHEMATICS SUPPORT TEAM

Scale 4.

Required: September 1981 or as soon as possible thereafter.

An enthusiastic teacher of Mathematics with a minimum of 5 years' experience in schools and by interest in the problems of teaching the lower secondary age range.

Duties will include working in small qualified mathematically, a wide spectrum of mathematical ability in junior schools, and to be responsible to the Senior Education Adviser. The post will occur due to the promotion of Mr. B.N. Graham to Deputy Adviser, being appointed Mathematics Adviser, in September 1981.

London Allowance £705.

Application forms and job description available from the Chief Education Officer, to whom completed forms should be returned by 10th July, 1981.

Director of Education, Housing Offices, Broadway, Stratford, London, E15 4BR. (17631) 064-53

TAMESIDE
METROPOLITAN BOROUGH

ASSISTANT TEACHER COMPUTING - Scale 1

The postholder will have a integral role in the development of the developing field of computer studies in the Mathematics and Special Section, working in close association with the programme of teaching.

Application forms and further particulars are available from the Director of Education, Education Offices, Town Hall, Ashton-under-Lyne, Lancs. OL6 7AH, to whom completed forms should be returned by 26th June, 1981. Ref. TE 2498/TE. (14191) 064-53

BOSTON
BOSTON HIGH SCHOOL
Boston, Lincs.

Required September 1981 Teacher of Mathematics to teach throughout the school to C.S.E. and 'O' level. Ability to teach Economics/Commerce also to 'O' level.

Application forms and further information where obtainable from the Director of Education, Guildhall, Cambridge.

Successful applicant will be required to submit to medical report on appointment.

TES079

SECONDARY MATHS. SCALE 1
continued

DEVON

Please see displayed advertisement on page 40 (14223) 064-80

DONCASTER

ARMTHORPE
COMPREHENSIVE SCHOOL
Mere Lane, Armthorpe,
Doncaster DN3 2DX

(No on Roll 1140; including 140 in Sixth Form)

Required for September 1981 Assistant Teacher of MATHEMATICS (Scale 1).

The subject is taught up to 'A' level. Short term work is extensive and includes Pure and Applied Mathematics, Statistics and Further Mathematics.

The ability to teach to 'A' level is desirable but not essential.

Letters of application, including curriculum vitae and naming two referees, should be addressed to the Headmaster at the school. Informal enquiries welcomed (Doncaster 851290). (15987) 064-80

DUDLEY
METROPOLITAN BOROUGH

THE RICHMOND HIGH SCHOOL FOR BOYS
Richmond Gate, Halesowen, West Midlands

(13 - 18 Comp: 520 on roll)

For September, TEACHER of MATHEMATICS (Scale 1).

Application forms/particulars (foolscap s.a.e.) from Headmaster. (14836) 064-80

EALING

LONDON BOROUGH
EALING TECHNICAL COLLEGE
CARDINAL NEWMAN RC HIGH SCHOOL
Cranford Road, Acton, London W3

Required for September 1981 a graduate Mathematician to assist with the teaching of Mathematics throughout the school, including 'A' level. Preference will be given to candidates offering either Statistics or Applied Mathematics. Salary Scale 1.

The school which is mixed (11 - 18) became comprehensive in 1974. London Weighting £705 per annum.

Application by letter giving details of career and qualifications and the names and addresses of two referees should be sent, as soon as possible, to the Principal of the school (01-993 0533) (SAE) (14198) 064-80

EALING

LONDON BOROUGH OF
EDUCATION SERVICE
MATHEMATICS ADVISER
Western Road, Southall Middlesex
Required September, 1981, a teacher of Maths (Scale 1).

The successful candidate will have the opportunity of teaching the subject throughout the whole age and ability range and will be required to assist in the traditional Mathematics Course and to help with the introduction of new courses and additional help in this field.

Application forms and further particulars from the Headmaster at the school.

Applications by letter with full curriculum vitae, names and addresses of two referees, to Headteacher. (17633) 064-80

HAMPSHIRE

THE CITY OF PORTSMOUTH
BOYS SCHOOL
Burnaby Road, Hilsea, Portsmouth. PO2 9DX
Comprehensive 12 - 18. 1560 on roll

Required September (if possible) Teacher of Maths to 'O' Level.

Apply in writing to Head (curriculum vitae/2 referees) as soon as possible. (14819) 064-80

HAMPSHIRE

THE CITY OF PORTSMOUTH
GIRLS SCHOOL
Burnaby Road, Hilsea, Portsmouth. PO2 9DX
Comprehensive 12 - 18. 1560 on roll

Required from September Graduate Teacher of Mathematics Scale 1. (Mixed Comprehensive 11 - 18)

Apply in writing to Head (curriculum vitae/2 referees) as soon as possible. (14819) 064-80

HAMPSHIRE

THE WYVERN SCHOOL
Fair Oak
11 - 16 Comp mixed. 1250 on roll

Mathematics Teacher required, preferably with Remedial Work or computer studies. Part teaching appointment welcome.

Letter of application with full curriculum vitae, names and addresses of two referees to Head as soon as possible. (17631) 064-80

HAMPSHIRE

SOUTH HAMPSHIRE SCHOOL
Bishopstoke Road, Eastleigh
Tel: Eastleigh 612345
(Mixed Comprehensive, 1050 pupils)

Required September 1981 Assistant Teacher of MATHEMATICS (Scale 1) to teach mainly at 'O' level, and to be responsible for work in computers as appropriate.

Application forms for both schools from Mrs. B.N. Graham, Rodway School, Rodway Hill, Mangotsfield, Bristol BS17 3HP, to whom they should be returned as soon as possible. (17686) 064-58

HAMPSHIRE

SOUTHAMPTON
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke, RG22 4DR
Telephone Basingstoke 50606.

(Co-Educational Comprehensive opened 1975 - N.O.R. 930)

Required September, 1981 Scale 1, Mathematics Teacher (S.M.P.) to join a first class department in new John Hunt accommodation.

Application by letter to Headteacher for full details (enclosing s.a.e. for reply). Tel

SECONDARY MATH. SCALE 1
continued

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
SPURLEY HEY COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 910 on roll.
Required for September, 1981.
ASSISTANT TEACHER - SCALE 1
Teaching for Mathematics to 'O' level for a suitably qualified candidate.
Closing date: As soon as possible.
Letters of application to the Headteacher, Spurley Hey Comprehensive School, Farnworth Road, Rotherham, S65 1LH.
B.W. Ellis, Director of Personnel Resources. (17775) 064-80

SEFTON
METROPOLITAN BOROUGH OF SEFTON
SALESIAN HIGH SCHOOL
Walberton Way, Bootle, Merseyside L20 9JF
(11 - 18 Boys' Comp. with Mixed 6th Form of 160)
TEMPORARY TEACHER OF MATHS (Scale 1) required for September 1981 to teach subject to C.S.E. and 'O' level, to cover for secondment.
Apply by letter to the Headteacher, enclosing curriculum vitae, names and addresses of two referees and a s.a.e.
Closing date: 26th June 1981. (17508) 064-80

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WESTFIELD SCHOOL
Mosborough, Sheffield S19 5AQ
Required for September, a teacher of Mathematics for work in the main school years 1 to 5. Scale 1.
Applications by letter direct to the Head at the above School by June 24th. Details available from the school (telephone Sheffield 485311). (18088) 064-80

London Borough of ENFIELD
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts.
Unless otherwise stated, application forms (foolscap SAE) available from the Head of the School.
Required for September 1981;
SCALE 4 POSTS
ST. ANGELA'S SCHOOL FOR GIRLS, Oakthorpe Road, London N13 5TY,
(Voluntary aided Upper-Tier Comprehensive) Age range 14-19. Roll 686.
HEAD OF MATHEMATICS DEPARTMENT
Required September 1981 or January 1982.
Experience of either Computer Studies or Statistics advantageous.
SCALE 1 POSTS
AYLWARD SCHOOL, Wilbury Waves, London N18 1BX.
(6 form entry mixed comprehensive) Roll 1,300
MATHEMATICS TEACHER
For either Lower or Upper School, Junior or Junior-Secondary recently trained teacher may be suitable. Substantial allowances plus scale post.
For above posts: Consideration given to assistance with removal, re-location costs, temporary housing and two homes allowance.
SCALE 1 POSTS
ARNOS SCHOOL, Wilmer Way, Southgate, London N14 7HY.
(Mixed comprehensive) Roll 880.
Temporary teacher of
SCIENCE
(Autumn term only).
CHASE SCHOOL, Churchbury Lane, Enfield, Middx. EN1 3HQ.
(Boys' comprehensive) Roll 900
ECONOMICS TEACHER (part-time)
KINGSMEAD SCHOOL, Southbury Road, Enfield EN1 1YQ.
(Mixed comprehensive) Roll 1,300
Temporary teacher of Lower School
HUMANITIES and GEOGRAPHY/HISTORY
(covering maternity leave)
ST. ANGELA'S SCHOOL FOR GIRLS, Oakthorpe Road, London N13 5TY.
(Voluntary aided upper-tier comprehensive) Age range 14-19. Roll 686.
Temporary
TEACHER OF GERMAN
for one year only.
Ability to teach some French advantageous.
SALISBURY SCHOOL, New mixed comprehensive opening September, Approx. 450 pupils.
Temporary
SCIENCE TEACHER
for one year only.
Ability to teach Physics advantageous. Mainly lower school work. Application forms from the Headmaster designate, c/o Marlowe School, Cuckoo Hall Lane, London N9 8DR.
WINCHMORE SCHOOL, Laburnham Grove, London N21 3HS.
(Mixed comprehensive) Roll 1,420
Temporary teacher of
CRAFT
for one year only.
Ability to help less able pupils advantageous. (Scale 2 may be available for suitably experienced candidate.)
For all above posts: London allowance £466 (pro-rata for part-time posts).
TES076

SUFFOLK
SUDBURY UPPER SCHOOL
Tudor Road, Sudbury
(Mixed Comprehensive 13 - 18: 1,100 on roll, 130 in sixth Form)
Required for September, 1981, teacher of MATHEMATICS (Scale 1). Work to 'A' level available for a well qualified candidate.
Applications by letter to the Headmaster, from whom further details may be obtained (s.a.e. please). (17947) 064-80

SURREY
EDUCATION COMMITTEE
COLLINGWOOD SCHOOL
(13 - 18), Camberley.
MATHEMATICS teacher required September 1981. Scale 1. The subject is strongly established within the school and is taught to College Entrance Level. Teaching to 'A' level is available for a suitably qualified applicant.
Further details from Head - Tel: Camberley 64048.
FORLEY COMPREHENSIVE SCHOOL
(13 - 18), Horley.
MATHEMATICS teacher required September 1981. Scale 1. (Scale 2 for suitably qualified applicant).
Apply to the Head - Tel: Horley 5353.
ST. BEDE'S SCHOOL
(Mixed Comprehensive)
Redhill
1,200 on roll including 120 in sixth form.
MATHEMATICS teacher required September 1981 or as soon as possible to teach to 'O' and 'A' level work available for suitable candidate.
Application form and further details from the Head - Tel: Redhill 66780. (19953) 064-80

W. SUSSEX
CHICHESTER HIGH SCHOOL FOR BOYS
Kingsham Road, Chichester PO19 2AE.
(Group 19 Comprehensive)
No Advertisement No.
Required September 1981, Scale 1 Teacher for Mathematics throughout age range. Assistance with removal and resettlement expenses given in approved cases.
Apply to Head at School enclosing S.A.E. (17979) 064-80

WARWICKSHIRE
HENLEY-IN-ARDEN HIGH SCHOOL
Henley-in-Arden, Solihull, West Midlands. B95 5AF
Required September, teacher of Mathematics to 'O' level and CSE to join an experienced and successful department. Computing facilities available. New entrant to profession welcome, though a Scale 2 post available for suitably qualified and experienced teacher prepared to take on specific responsibilities within the department.
Application form and further details available from Head at the school (s.a.e. please) (18850) 064-80

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
MATHEMATICS - SCALE 1
Required September. Graduate Teacher or MATHEMATICS to join highly successful department in this well-established 13 - 18 comprehensive school. Teaching available across wide ability range. Scale 2 post for suitably qualified candidate.
G.A.P. Tests used on entry. Full further details and application forms available from Head. Closing date 5 days after appearance of advertisement. (18898) 064-80

WILLINGDON
LONDON BOROUGH OF
TOWNFIELD SCHOOL
Central Avenue, Hayes UB3 2DD
(Number on roll - 1089, 89 in sixth form)
Required in September, a teacher of Mathematics; ability to teach Computer Studies advantageous.
Please apply in the first instance for letter to the Head and the school quoting the names and addresses of two referees. London Allowance Payable. (18087) 064-80

WILTSHIRE
COUNTY COUNCIL
STOWFIELDS SCHOOL
Ashbrook Road, Amesbury, Wilts
Mixed 11 - 16 comprehensive 850 on roll
Required from September, for one term, a scale 1 teacher of mathematics to work throughout the age range. This is a new purpose-built school set in beautiful countryside just north of Salisbury, drawing its pupils from Amesbury and the surrounding villages.
Further details and forms of application may be obtained from the Headmaster, Stonehenge School, Antrobus Road, Amesbury, Wilts, on receipt of a stamped, addressed envelope. (17807) 064-80

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1500 on roll)
Headmaster: D.J.W. Williams.
Required for Autumn Term, 1981 a particularly keen teacher of MATHEMATICS to teach the subject throughout the school up to 'A' and O-Level. The commitment is likely to be about half-time but that is money, particularly if another subject is offered.
The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.
Further details and forms may be available from the Headmaster, Devizes School, The Green, Devizes, (please enclose s.a.e.) to whom forms and letter of application should be sent as soon as possible. (17708) 064-80

LONDON
Cardwell School
(Mixed)
Required Autumn Term 1981 to teach Physics throughout the School. Scale 2 or above. (18058) 064-80

LINCOLNSHIRE
OLD LEAKE THE GILES' ENDOWED SCHOOL
Roll 240 mixed
To be appointed Teacher of French to C.S.E. and 'O' level, suitability of Scale 1 or 2 for suitable candidate.
Forms and details from the Headmaster at the school, Old Leake, Boston, Lincs., PE22 9LD, completed forms to be returned by 30th June as possible. (18291) 064-80

LONDON
Cardwell School
(Mixed)
Required September 1981 to teach Physics throughout the School. Scale 2 or above. (18058) 064-80

REDBRIDGE
LONDON BOROUGH OF
SECONDARY EDUCATION
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, IG3 8BT
Telephone: 01 554 8935
Head: Miss M.B. Evans, M.A.
Required from September 81 or January 82: a teacher of German to take responsibility for German in this 7 FE mixed 11 - 18 comprehensive, rising with 135 in the sixth form; German is taught to 'O' level, and the ability to offer Lower School French would be advantageous. The post is on Scale 2 with Outer London Allowance of £466.
Forms and further details are available from the Head to whom completed applications are returnable by 1.7.1981. (17.4363) 065-80

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
BOOTLE GRAMMAR SCHOOL
BOOTLE, Lane, Bootle, Merseyside L20 5ER
TEACHER OF FRENCH AND SPANISH Scale 2 required for September, 1981 to be responsible for Department pending amalgamation in 1982.
Apply by letter to the Headteacher, enclosing curriculum vitae, names and addresses of two referees and a s.a.e.
Closing date 25th June, 1981. (15748) 065-35

SOMERSET
FROME COLLEGE
Frome
(13 - 18 mixed Comprehensive, 1,460 and T.E. College) combined, on separate sites.
Teacher to take charge of GERMAN, Scale 2. To teach to 'O' and 'A' level. Please state other Languages.
Applications by letter, in the first instance, to the Principal at the College, with curriculum vitae and names of two referees, as soon as possible.
S.A.E. for details of college and posts. (14653)

Scale 1 Posts

ALNWICK
OUR LADY'S CONVENT HIGH SCHOOL
Required for September, 1981 a Graduate to teach French through out the School up to 'O' standard 'A' level.
Apply to the Headmistress with Curriculum Vitae at the above address (17808) 065-80

BRADFORD
CITY OF
METROPOLITAN COUNCIL
BRADFORD GRAMMAR SCHOOL
Required for September 1981, a graduate teacher of French (Scale 1) to teach to CSE, 'O' and 'A' level.
Application forms and further details may be obtained from the Headteacher, Mr. Lindley Ormerod Esquire, Keighley Road, Heaton, Bradford BD9 4RB, to whom completed forms should be returned by 30th June, 1981. Reference BY 344/81/FRE. (14307) 066-80

BROMLEY
LONDON BOROUGH OF
THE RAVENSBOURNE SCHOOL FOR GIRLS
Hilsmere Road, Orpington, Kent BR6 0HY
Required September, 1981, in this fully integrated comprehensive school, a teacher of French and preferably German. Scale 1.
This language is taken throughout the school and examination courses are offered at 'A', 'O' and C.S.E. level. The number of girls taking French as an examination subject is increasing yearly and the school has very well developed facilities including a fully-equipped language laboratory. Please state any subsidiary teaching subject that can be offered. The second language of the school is German, and European Studies is also a well established subject.
Please apply direct to the Headmistress by letter with curriculum vitae giving the names of two referees and a s.a.e. Copies enclosed please. Overseas applicants do not apply. (17782) 065-80

CAMBRIDGESHIRE
NORTHERN AREA
HUNTINGDON AREA
Ellington Sec. Sch.
Ellington Lane, St. Ives, Huntingdon.
(1750 n., 11 -18).
Required (if possible) for September (if possible) a teacher to be in charge of the Modern Languages department. Established commitment to 'O' and 'A' level scholarship work. Some small help with Junior French would be welcome.
Application forms and further details from the Headmaster at the school (s.a.e. please). (17849) 065-80

CORNWALL
EDUCATION DEPARTMENT
There is a Removal Expenses Scheme.
CALLINGTON SCHOOL
Callington, Cornwall PL17 7JU
Callington (0579) 82 [illegible]
Mixed 11 - 18
Roll 1,040. Sixth Form of 135.
Headmaster: J.F.P. Horne, BA (Oxford). Scale 4.
Required in September 1981 Mistress/Master to teach French throughout the school and some European Studies at Junior Form level. The school makes use of Language Laboratories and there is both a Yamaha and Philips Laboratory. Assistant Language Laboratory.
Application form/further details/acknowledgement from the Headmaster or receipt of s.a.e. duly addressed envelope. (18864) 065-80

CUMBRIA
COUNTY COUNCIL
THORNCLIFFE SECONDARY SCHOOL
Thorncliffe Road, Barrow in Furness
(mixed comprehensive 11 - 16 years 1100 on roll)
Required for September 1981, a teacher to join the modern languages department to teach primarily French with a possibility of some German in the future. Scale 1.
Letters of application to Head within 10 days of this advertisement. (14073) 065-80

DERBYSHIRE
ILKESTON SCHOOL
King George Avenue, Ilkeston, Derbyshire. DB7 8HB
11 - 18 mixed: 875 on roll. 125 in 6th form.
Required for September, a well-qualified French specialist to teach to 'A' level. Ability to assist with German and European Studies an advantage.
Application should be by letter in the first instance giving details of two referees. Setting 5 of 7 for further particulars. (14147) 065-80

DERBYSHIRE
NEWBOLD GREEN SCHOOL
Newbold, Chesterfield, S41 8AT
N.O.R. 705. Mixed Comprehensive 11 - 16.
For September, Scale 1, Teacher of German to C.S.E. and O.C.E. Levels; some Lower School French.
Apply by letter to the Headteacher, with curriculum vitae and two referees. (14149) 065-80

DEVON
Please see displayed advertisement on page 64 (14216) 065-80

DERBYSHIRE
NEWTON GIRLS' SCHOOL
11-000 girls 11 - 18)
German teacher required in January for September, in September to cover maternity leave. Scale 2 post to teach up to 'A' level. Preference for a candidate but applicants for a first appointment are welcomed.
Applications, with the names of two referees, should be sent to the Head Mistress at the School. (14365) 065-80

DONCASTER
ARMTHORPE COMPREHENSIVE SCHOOL
Mere Lane, Armthorpe, Doncaster. DN5 7DA
(11 - 18 mixed: 1,140 on roll - 1140 including 140 in Sixth Form).
Required September 1981, Honours Graduate to teach French and German (Scale 1). The successful candidate should be able to offer one of the languages to 'A' level standard and the other at a lower level.
Letters of application, including curriculum vitae and naming two referees, should be addressed to the Headteacher at the school. Telephone enquiries welcomed (Doncaster 851892). (14064) 065-80

DORSET
ST. ALDHELMS SECONDARY MODERN SCHOOL
Shaftesbury
Roll 700. 11 - 16 Co-educational)
Required September 1981 Graduate/Qualified teacher of FRENCH to C.S.E. and 'O' level. Ability of suitably experienced candidate capable of taking charge of Department.
Apply by letter direct to Headmaster enclosing curriculum vitae and names of 2 referees. (18746) 066-80

EAST SUSSEX
PRIORY SCHOOL
Mountfield Road, Lewes, BN7 2XD
Comprehensive mixed 11-600 400 in Sixth Form.
Required for September, Teacher of French (Scale 2) ability to offer a second modern language an advantage.
Relocation grants available in approved cases.
Further details and application forms available (s.a.e. please) from the Head Master to whom they should be returned within 10 days of the appearance of this advertisement. (14819) 065-80

ESSEX
MAYFLOWER SCHOOL
Basildon, Billericay CM12 0RT
Tel: Bill 51718
MODERN LANGUAGES SCALE 1
Plus Three Area Allowances
Required for September, assistant able to teach French and German to 'O' and 'A' level.
THE PARK SCHOOL
Rewreah Lane, Ingatestone
Tel: Ingatestone 3198
(Roll 1400)
FRENCH SCALE 1
Opportunities to produce materials for a Resource Centre and exchange scheme. Second language German would be welcome.
For both posts - Curriculum vitae and names and addresses of two referees (to the Headteacher) to be received (foolscap s.a.e. please) (17949) 065-80

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke, RG24 9AG
(11 - 16 Mixed Comprehensive. N.O.R. 1100
Required September, 1981, or January 1982 a Scale 1 teacher of Mathematics to work throughout the age range. This is a new purpose-built school set in beautiful countryside just north of Salisbury, drawing its pupils from Amesbury and the surrounding villages.
Further details and forms of application may be obtained from the Headmaster, Stonehenge School, Antrobus Road, Amesbury, Wilts, on receipt of a stamped, addressed envelope. (17807) 064-80

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1500 on roll)
Headmaster: D.J.W. Williams.
Required for Autumn Term, 1981 a particularly keen teacher of MATHEMATICS to teach the subject throughout the school up to 'A' and O-Level. The commitment is likely to be about half-time but that is money, particularly if another subject is offered.
The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.
Further details and forms may be available from the Headmaster, Devizes School, The Green, Devizes, (please enclose s.a.e.) to whom forms and letter of application should be sent as soon as possible. (17708) 064-80

LONDON
Cardwell School
(Mixed)
Required September 1981 to teach Physics throughout the School. Scale 2 or above. (18058) 064-80

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke, RG24 9AG
(11 - 16 Mixed Comprehensive N.O.R. 1100
Required September 1981 or January 1982 a Scale 1 teacher of Mathematics to work throughout the age range.
Applications, with the names of two referees, should be sent to the Headteacher. (17692) 065-80

HARINGEY
BOROUGH OF
THE DRAYTON SCHOOL
Queensdale Road, Tollenham, N15
(11 - 18, Co-educational.
Community School/Community School with 100-in Sixth Form).
Tel: 01 800 3171
Required for September 1981, a graduate teacher of French (Scale 1) to join a small but expanding department. The post is suitable for a new entrant to the profession who can expect strong support and guidance from colleagues.
Social Priority £901/£976.
Fringe Allowance £783 payable. Removal Expenses - 100% allowed in approved cases.
Please apply by letter to the Head of the School, giving curriculum vitae and the names and addresses of two referees. (14178) 065-80

HAMPSHIRE
GALTHORPE PARK SCHOOL
Hitchas Lane, Fleet,
Comprehensive Mixed 11 - 16
N.O.R. 1300
Required for September, 1981 Scale 1 post - FRENCH.
Closing date: One week after appearance of this advertisement.
Letter of application, curriculum vitae, two professional references with s.a.e. for (17624) 065-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
BEWDLEY HIGH SCHOOL
Stourport Road, Kidderminster, Bewdley, Worcs, DY14 3BL
(13 - 18)
Required for September, or as soon as possible thereafter, a graduate teacher of FRENCH (Scale 1) to teach to 'O' and 'A' levels to mainly able pupils in a comprehensive 13 - 18 sixth form school. The ability to assist with GERMAN or GEOGRAPHY also might be an added recommendation.
Prospective applicants are invited to visit the school by appointment.
Applications by means of a letter accompanied by full and current curriculum vitae, giving the names of two referees, should be addressed to the Headmaster as soon as possible.
THE HARRY CHESHIRE HIGH SCHOOL
Habberley Road, Kidderminster, Worcs. DY11 5PQ
(13 - 18)
Required for September 1981 Assistant Teacher of French (Scale 1) to 'O' and 'A' level. An ability to assist with Geography or English is a second subject would be particularly welcome.
STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road
Stourport-on-Severn, Worcs. DY13 8AX
(13 - 18)
Required for September, 1981, Scale 1 post for French Teacher. The teacher appointed will be expected to teach students of all ages to the 13 - 18 comprehensive high school and to undertake 'A' level work.
Applications should be accepted to teach French, English and some History in the main school.
Application forms and further details can be obtained from the Head of the School (s.a.e.) (17673) 065-80

HERTFORDSHIRE
FURZEHILL MIDDLE SCHOOL
Furzehill Road, Boreham Wood.
Prime Area Allowance.
Tel: Elstree 52201
A scale 1 post is available in September for a teacher of general subjects.
Letter of application to the Headmaster with names, addresses and telephone numbers of two referees. (15874)

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
VERULAM SCHOOL
Brampton Road, St. Albans.
Group 6
(Roll 1,170 in the Sixth Form.
Required September, 1981 for FRENCH to 'A' level, Ordinary Level. A Level work if desired. Ability to assist with GERMAN to help with names & addresses of two referees as a first term. Application forms obtainable from the school, now & returnable as a five term. Relocation allowance payable.
Applications should two clear

HERTFORDSHIRE
COUNTY COUNCIL
FOURLANDS SCHOOL
Manor Way, Crosley Green, Letchworth.
Roll: 800 mixed all ability, 60 in Sixth Form.
Required September, Graduate Teacher of French to 'O' and 'A' level. This would be an excellent post for someone wishing to gain a good well established all round experience, offering varied forms of work. Scale 1 (Scale 2 please) to teach some German if required. Ability to assist with Games an advantage.
Application forms obtainable from the Headteacher with s.a.e. please.
Closing date 10th July 1981.

HERTFORDSHIRE
MOUNT GRACE SCHOOL
Church Lane, Potters Bar
Teacher of French required September 1981 to cover maternity leave. Scale 1 (Scale 2 possible) to suit the school, with 6 forms of entry and 120 in the sixth form. The appointee will be expected to teach to 'A' level. Ability to assist with Geography or English would be an advantage.
Application forms and further details from the Headmistress, Miss M. Lawn.

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
Honley Road, Honley
Huddersfield. HD7 2DU
(Sat. 409s)
Roll (including 160 sixth form)
Required for September 1981 a teacher of Mathematics to teach to 'O' level (Scale 1) to mainly able pupils. Ability to assist with Physics would be welcome.
Please apply by letter to the Headmaster giving curriculum vitae, names of two referees and enclosing a s.a.e.

LEICESTERSHIRE
GARENDON JOYS HIGH SCHOOL
Thorpe Hill, Loughborough
In the Leicestershire Plan for the organisation of Secondary education Phase II
FRENCH - SCALE ONE
Required August.
Further details from the Head. Apply immediately on receipt of a stamped addressed envelope (foolscap size) or telephone (0509 30) 64151. (14879) 065-80

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
FAIRHAM SCHOOL
Farnborough Road, Clifton, Nottingham NG11 8AE
Headteacher: A.C. Povey B.A. Mlemst. 1500 (11 - 18)
Applications are invited from suitably qualified teachers for the following post. Required September, 1981 Scale 1 (Scale 2 for suitable man or woman to teach Mathematics throughout the school to 'O' level. Possibility of 'A' level work. Letter for suitable applicant.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (14136) 065-80

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
ST. BERNARD'S R.C. SECONDARY SCHOOL
Valley Road, Rotherham
(11 - 16 Voluntary Comprehensive. Approx. 604 on roll)
Required September, 1981.
ASSISTANT TEACHER - SCALE 1
Required for French and preferably German up to 'O' level. Closing date 25th June.
Letters of application to the Headteacher, St. Bernard's R.C. Secondary School, Valley Road, Rotherham S65 3HE.
B.W. Ellis, Director of Personnel Resources. (17765) 065-80

ROTHERHAM
METROPOLITAN BOROUGH OF ROTHERHAM EDUCATION
WALES COMPREHENSIVE SCHOOL
(11 - 18 Mixed, Approx. 1500 on roll. Approx. 210 in 6th Form.
Required for September, 1981
ASSISTANT TEACHER - SCALE 1
Required for French and preferably Spanish. The post is necessary to cover maternity leave. It is anticipated that which the successful candidate will be considered. Further information telephone Worksop 771891.
Closing date: As soon as possible.
Letters of application to the Headteacher, Wales Comprehensive School, Wood Lane, Kiveton Park, Sheffield. S31 8JH.
B.W. Ellis, Director of Personnel Resources. (14350) 065-80

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
NORTHFIELD SCHOOL
Dyche Lane, Sheffield S8 8BR
(11 - 16)
Required September 1981 Graduate Woman Teacher to work within a large successful Modern Languages Department. Ability to specially taught to Advanced level would be an advantage. Scale 1 post.
Further details of the post can be obtained from the Headmaster to whom completed applications should be returned by Friday 3 July 1981. (18851)

SHROPSHIRE
EDUCATION COMMITTEE
SIR JOHN TALBOTS SCHOOL
Bennett Road, Ludlow, Shropshire SY8 1JR
(Mixed Comprehensive)
SCALE 2 FRENCH TEACHER
Required from September or as soon as possible thereafter for a teacher of French. Ability to assist with Geography an advantage.
Application forms obtainable from the Headteacher (s.a.e. please). (14073) 065-80

STAFFORDSHIRE
EDUCATION COMMITTEE
BLOXWICH COMPREHENSIVE SCHOOL
Saville Road South, Bloxwich, Nr. Walsall, West Midlands
Required to September, 1981 Scale 1 Teacher of FRENCH.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). (15984) 065-80

SUFFOLK
WOOLVERSTONE HALL SCHOOL
Nr. Ipswich, Suffolk IP9 1AZ.
Tel: Wolverstone 201.
LEA Area: Suffolk
Mixed Comprehensive, 11 - 18 years
Roll 320 approx
Headmaster: Mr. R.J. Woollett, M.A.
Required from September, 1981: EXPERIENCED RELIGIOUS EDUCATION teacher for one year from September, 1981 to replace Scale 1, Resident. Single or married accommodation available. Allowance for assistant housemaster, £466 per annum. Allowance for 10 extra pastoral hours - duties curricular activities £466 per annum. (14198) 065-80

SURREY
EDUCATION COMMITTEE
FRANKLAND SCHOOL
(13 - 18), Shepperton.
FRENCH teacher required September, 1981 to take charge of C.S.E. and 'O' level. Ability to teach another subject or English to 'O' level an advantage.
Applications by letter to the Headteacher, Frankland School, Russell Road, Shepperton, TW17 8HA, to whom completed forms should be returned within 10 days of this appearance. (14188) 065-80

WEST SUSSEX
THE BOURNE SCHOOL
Church Road, Southgate, Farnworth, PO13 9PZ
(Group 2 (11 - 18) Mixed Comprehensive
Required September 1981 Scale 1 Teacher for German with French to teach throughout the age range.
Apply to Headmaster enclosing S.A.E. for further details. (15984) 065-80

WILTSHIRE
SALISBURY ST JOSEPH'S R.C. SCHOOL
(11 - 16 300 on roll)
Teacher of French wanted for September 1981. Ability to take Mathematics would be an advantage. Modern buildings in leafy surroundings.
Apply, in the first instance, to the Headmaster for application form and further particulars. (14458) 065-80

WILTSHIRE
CLARENDON COMPREHENSIVE SCHOOL
Ludgershall
Scale 1
Required in September, a teacher for French. An ability to offer German as a second subject would be an advantage.
Application forms and further particulars from the Head Teacher/Secretary, Clarendon Comprehensive School, Ludgershall, Andover, Hants. Enclose S.A.E. (14040) 065-80

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEATHERHEAD HIGH
Mount Pleasant Road, Wallasey, Merseyside L45 5HX
(13 - 18 Comprehensive School - 1,200 on roll)
Required for September 1981 a well-qualified GRADUATE SCALE 1 teacher of FRENCH, with some German if possible, although this is not essential.
Applications by letter to the Headmistress giving details, experience and other interests, time spans and addresses of two referees as soon as possible. (14418) 065-80

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
WOLVERHAMPTON GIRLS' HIGH SCHOOL
FRENCH
Required for September 1981: Scale 1. Hons. Graduate teacher of French throughout the school and Italian in the sixth form.
This selective school has a large academic sixth form and is situated in pleasant grounds near the centre of the town.
Application forms available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RH to whom they should be returned within 10 days of this appearance. (tea please). (14188) 065-80

Music

Heads of Department

EALING
LONDON BOROUGH OF
EALING TECHNICAL COLLEGE AND SCHOOL OF ART
Douglas Wells Lane, Southall, Middlesex UB1 3HP
Required for September 1981 or as soon as possible thereafter, an enthusiastic Head of Music and Humanities Faculty. Scale 3.
Competent musician required to teach Music throughout the school including CSE 'O' and 'A' level and to organise the work of the part-time staff who visit the school for instruction. An interest in extra curricular activities, wind band, choirs, concerts, etc., would be an advantage. The post is attached to an Evening Music School and the Day College Faculty.
London Weighting £789 plus Social Priority £901/£976.
Application by letter to the Headmaster at the school enclosing full curriculum vitae, testimonials and names and addresses of two referees (s.a.e.). (14188) 065-80

ESSEX
THE RAMSEY SCHOOL
Colne Road, Halstead.
(Roll 1010)
Tel: Halstead 2481
HEAD OF MUSIC DEPARTMENT
SCALE 3
Required for September or January, fully qualified and experienced teacher to develop Music throughout the school.
Closing date: 10th July 1981.
Apply with curriculum vitae to the Headteacher (foolscap s.a.e. please). (14191) 065-80

OXFORDSHIRE
COUNTY COUNCIL
HENRY BOX SCHOOL
Church Green, Witney, Oxon. OX8 6AX
(Group 11, 1000, Mixed)
Required for January 1982 a well-qualified and experienced teacher, to lead a Music Team (Scale 3), to teach at all levels including 'O' and 'A' level. Skills with the extensive extra-curricular programme is available.
Please apply as soon as possible to the Headteacher enclosing full curriculum vitae, names of two referees and an s.a.e. Short lists will be held early in July. (17759) 065-80

STAFFORDSHIRE
EDUCATION COMMITTEE
ORMISTON COLLEGE
ORMISTON ACADEMY SCHOOL
Highfields Road, Gnoseltown, Stafford
HEAD OF MUSIC DEPARTMENT
Scale 3 or 4 according to qualifications and experience. This 13 - 18 High School contains a traditional foundation course of General Subjects in the first year following on options of optional courses to sixteen and 18+.
Application forms and further particulars are available from the Headmaster at the school to whom completed forms should be returned. (e.s.a.). (18898) 065-80

WALSALL
METROPOLITAN BOROUGH
WALSALL COMMUNITY COLLEGE
ALDRIDGE COMPREHENSIVE SCHOOL
Tasker Lane, Aldridge, Walsall WS9 0NG
HEAD OF MUSIC
Required from 1st January, (Scale 3) responsible for the music department. Choir, orchestra, comprehensive year. 1,500 pupils, and a large academic sixth form.
Closing date 10th July 1981.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an s.a.e.
This Authority is an equal opportunity employer. (18945) 065-80

Other Posts on Scale 2 and above

DEVON
Please see displayed advertisement on page 64 (14191) 065-80

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY DIVISION
STANTONBURY MUSIC CENTRE
Stantonbury Campus, Milton Keynes
Required from September, 1981, a PERIPATETIC TEACHER FOR UPPER STRINGS.
Work includes teaching individuals and small groups in school and also talented students on Saturday morning at Stantonbury Music School. Ability to teach some piano would be an advantage. At present (16) car users allowance is payable subject to the County Council regulations. Scale 2 post available for an experienced candidate.
Apply by letter as soon as possible to Dr. David Gwyn, Stantonbury Music Centre, Stantonbury Campus, Milton Keynes MK14 6BN giving curriculum vitae and the names and addresses of two referees.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (15901) 065-80

CLEVELAND
COUNTY OF
PERIPATETIC TEACHER OF INSTRUMENTAL SCALE 1 OR 2, SCALE 1 POSTS for fully qualified and experienced teachers. Newly qualified teachers could be considered on appointment at Scale 1 level. Special Instructors' Scale for other teachers with varying degrees of qualification as specified for Middlesbrough and Darlington. The County is to teach individual pupils and small groups in school. No responsibility may be offered for one of the many centrally organised orchestras, which include the Cleveland Youth Orchestra.
Previous applicants will be reconsidered. Car allowance available. Financial assistance with household removal expenses is available in approved cases.
Forms of application and further details are obtainable from and returnable to Mr. Geoffrey Hall, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN not later than 3rd July. 1981. (14301) 066-80

CORNWALL
EDUCATION COMMITTEE
PERIPATETIC STRING TEACHER (Violin/Viola)
Scale 1 (East Cornwall).
Required for September, 1981 or January 1982 a suitably qualified Peripatetic Teacher of String instruments to be based in the Liskeard/Looe area. The post is attached to the Launceston/Callington area, but it will be necessary to travel to some work however in Primary Schools, and with Primary School children in Launceston Music Centre. Group String master/mistress essential.
A car is essential for which a casual users allowance is available. There is a scheme for removal expenses.
Closing date: As soon as possible.
Application forms and further details from Mr. James Barnett, Senior County Music Adviser, Old County Hall, Truro, Cornwall. TR1 3AG or receipt of a stamped addressed envelope. (14805) 066-80

CORNWALL
EDUCATION COMMITTEE
PERIPATETIC
Scale 1 North Cornwall
Required for September, 1981 or January 1982 a suitably qualified Peripatetic Teacher of String instruments to teach mainly to Comprehensive Schools in the Bodmin/Wadebridge area.
A car is essential for which a casual users allowance is available. There is a scheme for removal expenses.
Closing date: As soon as possible.
Application forms and further details from Mr. James Barnett, Senior County Music Adviser, Old County Hall, Truro, Cornwall. TR1 3AG or receipt of a stamped addressed envelope. (14805) 066-80

GLOUCESTERSHIRE
ROYAL FOREST OF DEAN GRAMMAR SCHOOL
Berry Hill, Coleford.
Co-ed. 750
Required for September, Scale 1 teacher of Music and English, either subject to be specialist 'O' level ability to assist with Drama may be an advantage.
Apply by letter to the Headmaster, giving the names of two referees and enclosing S.A.E. (14484) 065-80

CARSHALTON
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Rd., Carshalton
MUSIC - SCALE 1
Required September 1981:
Teacher of Music to assist the Head of Music in the Upper School and also to teach the Piano and recorder. An interest in choral work would be a recommendation.
Application by letter, writing to Headmaster in first instance. (13640) 065-80

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme.
PENRICE SCHOOL
Charlestown Road, St Austell, Cornwall PL25 3NX
Group No: 11
No. on Roll: 1340
Headmaster: Mr. T. Renowden.
LANCASTRIAN, DIPLOMA, MUSIC SPECIALIST - Scale 1.
Required September, 1981. Music Teacher capable of taking the subject up to 'O' level CSE and CSE and making a positive contribution to the thriving musical life of the school.
Applicants should be competent pianists and in sympathy with the school's broad loyalty, service & courtesy.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster. (17696) 065-80

DEVON
Please see displayed advertisement on page 64 (14214) 065-80

EAST SUSSEX
COUNTY COUNCIL
EASTBOURNE DIVISION
PALMER SCHOOL
Upper Dicker, Hailsham, Brighton.
(13 - 18 Mixed Comprehensive 1580 pupils)
Required SEPTEMBER, 1981, Teacher of MUSIC to teach throughout the school, interest in choral music an advantage.
Relocation Grant Scheme in appropriate cases.
Application forms available from and for returns to the Headmaster at the above address as soon as possible. (15876) 065-80

ESSEX
THE RAMSEY SCHOOL
Colne Road, Halstead.
Tel: (01) Halstead 2481
MUSIC TEACHER - SCALE 1.
Required September or January, Music Teacher also qualified to teach Mathematics.
Curriculum vitae and names of two referees to Headmaster (foolscap s.a.e. please). (14900) 065-80

GLOUCESTERSHIRE
ROYAL FOREST OF DEAN GRAMMAR SCHOOL
Berry Hill, Coleford.
Co-ed. 750
Required for September, Scale 1 teacher of Music and English, either subject to be specialist 'O' level ability to assist with Drama may be an advantage.
Apply by letter to the Headmaster, giving the names of two referees and enclos

SECONDARY MUSIC SCALE 1
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL

STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road
Stourport-on-Severn, Worcs.
DY13 8AX

Required for September, 1981 a music teacher to teach throughout the age ranges (including 6th form) in a new, purpose built building. The teacher must be an able applicant and have the interest and enthusiasm to further develop the woodwind and orchestral groups in the school. The ability to teach a second subject (preferably History) to C.S.E./'O' level is essential.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (17668) 066-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE HILL JUNIOR HIGH SCHOOL
Tannel Hill, Upton-upon-Severn,
Worcester, WR8 0SU

Required for September, 1981, an assistant teacher of Religious Education/Music (8/9 hours) (11 - 13) at the end of the third year pupils transfer to the Senior High School (11 - 18) at Hanbar Castle. There is close liaison between the two schools and Religious education is important to the school. This post may be studied to 'A' level at the Senior High School.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (17666) 066-80

HOUNSLOW

HOUNSLOW BOROUGH YOUTH ORCHESTRA
(The orchestra meets one evening and a certain term-time)
CONDUCTOR
Required, September, 1981. Candidate must have a record of success in working with young musicians. The post is £2,502 per annum (includes London Weighting).
ASSISTANT CONDUCTOR/ ADMINISTRATOR
Candidates must have recent orchestral experience with young musicians and some administrative experience (including London Weighting).
Only Grade 3/Full time posts.
Further details and application forms (to be returned by 3rd July, 1981, if possible) from Principal Officer, Education, Community Education Service, Spring Grove, Chiltern Thornbury Road, ISLEWORTH TW7 4BG. (17814) 066-80

Walsall Metropolitan Borough Education Committee

Alumwell Comprehensive School,
Pinfold Avenue, Walsall, WS2 9UP.
Required for September, 1981.

Teacher of Mathematics
Scale 1 + SPA allowance.

Bent Beacon Comprehensive School,
Old Hall Lane, Aldridge, Walsall, WS9 0RF.

Scale 1 Teacher
required in one of the following areas:— Business Studies, Shorthand/Typewriting, Economics or General Subjects. A part-time appointment will be considered.

Darlaston Comprehensive School,
Herberts Park Road, Darlaston, WS10 8QJ.

Probationary Teacher of Home Economics Scale 1.

Probationary Teacher of French Scale 1.

Manor Farm Comprehensive School,
King George Crescent, Rushall, Walsall.
Required for September, 1981.

Teacher of French
(part-time or full-time). Scale 1, to join an experienced department and to teach the subject up to C.S.E. and 'O' level standard.

Teacher of Science
Scale 1, graduate preferred who is able to teach science across the ability range. The ability to offer Chemistry to 'A' level would be an advantage.

Pelsall Comprehensive School,
Pelsall Lane, Rushall, Walsall, WS4 1NG.

Good graduate teacher of Physics
Scale 1, able to offer the subject in the Upper School, possibly up to 'O' and 'A' level and also to teach Combined Science in the Lower School.

Shelfield Comprehensive School,
Broad Way, High Heath, Pelsall, Walsall.

Temporary Teacher of Design Technology
(Wood and Metal bias). Scale 1, for one year only.

Application should be made by letter to the Head Teacher of the school concerned, giving the names and addresses of two referees and enclosing an s.a.e.
Closing date for all the above posts: 30th June 1981.
This Authority is an equal opportunity employer. T58026

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
TEACHER OF MUSIC AND ENGLISH - SCALE 1
WOLDGATE SCHOOL
Kingwell Road, Pocklington, York. YO4 2EL

Required for September, 1981, a teacher of Music and English, the teaching will be split in the first three years and will be shared between these two subjects approximately equally. Applications from candidates who can offer only one subject will be welcomed. Help with extra curricular music activities will be expected. This is a mixed comprehensive school with approximately 1100 pupils on roll situated in rural area between York and Hull.

Application forms and further details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by 30th June, 1981. (14)26006-80

NORTHAMPTONSHIRE

NORTHAMPTON KINGSTHORPE UPPER SCHOOL
Boughton Green Road,
Northampton, NN2 7AP

Required for September, 1981 an enthusiastic teacher of Music. Music is well-equipped and has large numbers for 'O' level and C.S.E.

Application forms from the Headmaster (s.a.e. please). (17644) 066-80

OXFORDSHIRE
COUNTY COUNCIL

HENRY BOX SCHOOL
Church Green, Witney, Oxon. OX8 6AX

(Group 11, 1000, Mixed)

Required for September 1981, a temporary teacher of Music (one term only pending permanent appointment January 1982). Part-time applicants could be considered.

Please apply as soon as possible to the Headteacher enclosing full curriculum vitae (including telephone number), details of two referees (with telephone numbers) and s.a.e. (17703) 066-80

SALISBURY

SALISBURY ST JOSEPH'S R.C. SCHOOL
(11 - 16 300 on roll)
Music Teacher wanted for September 1981. Ability to take Mistletoe Unit would be an advantage. Modern building in pleasant surroundings.
Send s.a.e. to the Headmaster for application form and further particulars. (14340) 066-80

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
KIMBERWORTH COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 944 on roll.
Required for September, 1981 for the Autumn Term only,
TEMPORARY TEACHER.
Required for Music. An appointment above Scale 1 may be available for a suitably qualified and experienced candidate.
Closing Date: As soon as possible.
Letters of application to the Headteacher, Kimberworth Comprehensive School, Kimberworth Road, Rotherham S61 1HR.
R. W. Ellis, Director of Personnel Resources. (14620) 066-82

STAFFORDSHIRE

EDUCATION COMMITTEES
TRENTHAM HIGH SCHOOL
Pentahull, Stoke-on-Trent, Staffs. ST4 8UJ
Required for September, 1981 SCALE 1 teacher of Music and ENGLISH to teach pupils throughout the 13 to 16 age range and of all abilities, up to 'O' Level.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). (15988) 066-80

TAMESIDE
METROPOLITAN BOROUGH

WEST HILL COMMUNITY HIGH SCHOOL FOR BOYS
Stalybridge.

Required from September 1981, **ASSISTANT TEACHER - MUSIC, SCALE 1.** Interest in Brass Band an advantage.

Application forms available from the Director of Education, Education Offices, Dukinfield Road, Hyde, Cheshire or when completed forms of application should be returned to arrive no later than 1st July. Ref. TE 6486/758. (14465) 066-80

WALTHAM FOREST

LONDON BOROUGH OF
The Borough is well within easy reach of Central London and is bordered by Epping Forest. London Allowance to salary payable.
COMMUNITY HIGH SCHOOL
Connaught Road, Leytonstone, London, E11.
Head Teacher: Mrs. P.B. Browne
Required for September, 1981,
TEMPORARY TEACHER OF MUSIC SCALE 1 required in the Girls Comprehensive School (for pupils aged 11 - 18) (approx 1240 on roll), due to protracted illness of Head of Department. Excellent musical tradition in school. Applicants should be graduates.
Application forms and further details obtainable on receipt of s.a.e. from Head Teacher. (15867) 066-80

Pastoral

Heads of Department

BERKSHIRE

BAYLIS COURT COUNTY SECONDARY SCHOOL
Gregories Avenue, Slough, SL1 3AA
(11 - 16 300 (Girls).
Required 1st September 1981, or as soon as possible thereafter, a teacher of Music and English, the teaching will be split in the first three years and will be shared between these two subjects approximately equally. Applications from candidates who can offer only one subject will be welcomed. Help with extra curricular music activities will be expected. This is a mixed comprehensive school with approximately 1100 pupils on roll situated in rural area between York and Hull.
Application forms and further details from the Headteacher (s.a.e.). (14260) 066-80

CAMBRIDGESHIRE

CAMBRIDGE AREA
IMPINGTON VILLAGE COLLEGE
Required for January, HEAD OF **SCHOOL FARM (Scale 4)** to lead a mixed comprehensive school of 1100 pupils which is an important part of the Village College which is under the control of the City of Cambridge. The Head of Department is responsible to the Warden for the organisation of all of whom follow A level courses.
Further details and application forms are available from the Warden, Impington Village College, New Road, Impington, Cambridge, CB4 4LE. (please).
Closing date for applications 1st July, 1981. (15867) 066-80

ESSEX

THE PARK SCHOOL
Post 1800
Rawreth Lane, Rayleigh.
Tel: Rayleigh 775111
HEAD OF LOWER SCHOOL SCALE 4.
Due to promotion, post entails responsibility for years 7 and 8 (1st form entry, 7 16 comprehensive school). Good facilities and many stimulating features in its design.
Curriculum vitae and names of two referees, with full letter of application to the Headmaster, as soon as possible (foolscap s.a.e. please). (14803) 066-80 14803

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
NORMANBY COMPREHENSIVE SCHOOL
Normanby Road, Scunthorpe
Head Teacher: D. Sutt
HEAD OF LOWER SCHOOL (First year entry) required to commence January 1982 (Autumn, 1981 if necessary). School (Scale 4) will be responsible for the academic development of all pupils in the two years, and for the deployment of Year Tutors for each year.
Application forms and further particulars obtainable from the Headteacher, to whom completed forms should be returned by 30th June, 1981. (s.a.e. please). (14882) 066-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MUNDEN'S TOP ROCK SCHOOL
Rise, Sandwich, CT13
Co-educational 11 - 18 pupils.
Teacher required in September, to teach Music throughout the school. Duties will include the organisation of the Music Department and a teacher to assist with the choir, orchestra and other musical activities. Whilst the ability to teach instrumental music would be an advantage, the ability to teach classroom music is essential.
Scale 2 post.
Closing date for application with the names of two referees, should be forwarded to the Headteacher. (17733) 066-80

LINCOLNSHIRE

LINCOLNSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
SPALDING GRAMMAR SCHOOL
Required for September, 1981 a teacher of Music to teach throughout the age range and of all abilities, up to 'O' Level.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). (15988) 066-80

WALTHAM FOREST

LONDON BOROUGH OF
The Borough is well within easy reach of Central London and is bordered by Epping Forest. London Allowance to salary payable.
CONNAUGHT HIGH SCHOOL
Connaught Road, Leytonstone, London, E11.
Head Teacher: Mrs. P.B. Browne
Required for September, 1981,
TEMPORARY TEACHER OF MUSIC SCALE 1 required in the Girls Comprehensive School (for pupils aged 11 - 18) (approx 1240 on roll), due to protracted illness of Head of Department. Excellent musical tradition in school. Applicants should be graduates.
Application forms and further details obtainable on receipt of s.a.e. from Head Teacher. (15867) 066-80

ISLE OF WIGHT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Orchard Way, Cowes, Isle of Wight
(Age range 13 - 19 years (mixed)
Required for January, 1982, **HEAD OF MUSICAL ACTIVITIES DEPARTMENT** (Scale 3). This school of 1,000 pupils has a flourishing and stimulating music department which is well equipped and has a dedicated staff. Candidates should have the ability to teach classical music.
Application forms from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (14446) 067-82

NEWHAM

LONDON BOROUGH OF
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13 8AX.
Head Teacher: S.J.H. Lawn, A.C.P., F.B.C.
Number on roll: 758
HEAD OF FIRST YEAR Scale 3
Head Teacher January 1982.
Responsible for liaison with feeder primary schools, induction of pupils on transfer to secondary education.
Applicants must be practising Catholics and be in possession of the Catholic Teachers' Certificate or its equivalent.
Visits welcomed - 01-552 3102.
London Allowance: £750.
Application forms (s.a.e. please) available from, and to be returned to, Education, to whom completed forms should be returned by 7th July 1981.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (14028) 066-82

NORTH YORKSHIRE

COUNTY COUNCIL
BOROUGHBRIDGE HIGH SCHOOL
R.C. HIGH SCHOOL
Boroughbridge, North Yorkshire
Tel: 882464
Required JANUARY, 1982 or before **HEAD OF GENERAL SCIENCE** (Senior Teacher Scale) for this Group 10, 11 - 18 Comprehensive School.
Well qualified and experienced teacher required to be responsible for the curricular organisation of science for pupils in the 4th and 5th years. This is a key position in the management structure of the school and the successful candidate will be expected to play a major role in the policy making of the school. Previous holding of post of Deputy Head desirable.
Application by letter giving curriculum vitae and the names and addresses of two professional referees to be sent to the Headmaster at the above address not later than the appearance of this advertisement.
Further details and information may be obtained from the Headmaster (s.a.e. please). (17712) 066-82

SUNDERLAND

BOROUGH OF
EDUCATION DEPARTMENT
RYHOPE RED HOUSE SCHOOL
Ryhope Road, Sunderland, SR2 0LN
Group 13
(13 F.E. Mixed 11 - 18 Comprehensive School)
Required for September, 1981, or as soon as possible thereafter **Deputy Head of House Scale 3.**
Applications including application forms may be obtained from the Headteacher, Mr. G.E. Best B.A. (Hons.) Dunelm, to whom completed forms should be returned by 30th June, 1981.
T. A. Bloom, Chief Executive. (14058) 066-82

Other Posts on Scale 2 and above

HARINGEY

LONDON BOROUGH OF
THE DRAYTON SCHOOL
Oladesmore Road, Tottenham, N15
(11 - 18, Co-educational)
Required for September 1981 (or earlier if possible) a suitably qualified graduate to join the Head of Department in this expanding School with (Sixth Form).
HEAD OF PHYSICS
Required for SEPTEMBER or JANUARY, 1982 (Scale 3) to be responsible with the Head of Science for the academic progress, development and welfare of one quarter of the school (11 years - 18 years) and to be in charge of the Physics Department.
Pastoral care is a key feature of this school which is based upon careful liaison with outside agencies and professional tutors and a small class, harmonious family relationships, good pupil and staff morale. An interest in extra-curricular activities is essential. This is a challenging, demanding, exciting post suitable for a young teacher of high calibre who wishes to prepare for future responsibility. Applications (from Teachers of Science, Modern Languages and Drama, Music) would be particularly welcome.
Scale 3/Priority Allowance £901/£576. London Allowance £788 payable. Removal expenses (100% allowance).
Please apply by letter to the Head at the above address, giving curriculum vitae, special interests and the names and addresses of two referees. (14170) 066-82

Physical Education

Heads of Department

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
NORMANBY COMPREHENSIVE SCHOOL
Normanby Road, Scunthorpe
Head Teacher: D. E. Cornelius
HEAD OF GIRLS' PHYSICAL EDUCATION (Scale 3 allowance is available for a suitably qualified teacher) required for September, 1981, or January, 1982. Applications from newly qualified teachers will be welcomed.
The school of 1,100 pupils (11 - 16) will be due to be made a Community School, and the post will be involved in community activities. Ability to teach gymnastics, sports hall, swimming, dance and games to GCE/CSE level is required, who will give energetic enthusiastic and imaginative lead.
Application forms obtainable from and to whom completed forms should be returned by 30th June, 1981. (s.a.e. please). (14752) 067-82

ISLE OF WIGHT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GROSVENOR SCHOOL
Grosvenor Avenue, Cowes, Isle of Wight
(Age range 13 - 19 years (mixed)
Required for January, 1982, **HEAD OF PHYSICAL EDUCATION DEPARTMENT** (Scale 3). This school of 1,000 pupils has a flourishing and stimulating music department which is well equipped and has a dedicated staff. Candidates should have the ability to teach classical music.
Application forms from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (14446) 067-82

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Thanet Division
CHATHAM HOUSE GRAMMAR SCHOOL
(Boys)
746 boys. 6th Form 200
Required for January (or sooner if possible) well qualified person to take charge of P.E. Commitment to an educational role for the subject essential, but candidate must be very strong team games record rugby, hockey, cricket would offer a base of minority activities in the senior part of the school. Scale 3 but some flexibility of Scale 4 for really outstanding candidate.
Further details of the post and school are available from the Headmaster, Telephone No. 0843 51075.
Completed application forms with supporting letter and details of two referees should reach him within 14 days of this advert. (14475) 067-82

STAFFORDSHIRE

EDUCATION COMMITTEE
FARLEY HIGH SCHOOL
Cornville Road, Bucknall, Stoke-on-Trent
HEAD OF GIRLS' PHYSICAL EDUCATION DEPARTMENT (Scale 3)
This is a mixed comprehensive for an able 11 - 18 Comprehensive School.
The successful applicant will have enthusiasm, proven organising administrative and coaching ability and a sound knowledge of the promotion of both sports and recreational activities.
Council housing will be made available in appropriate circumstances and there is a removal and disturbance allowance.
Further details and application forms from the Clerk to the Management Committee, Mandip Pinegrove, Council Offices, Hooker Hole Road, Wells, Somerset, BA5 2SY. Tel: Wells 72087.
Closing date: 6th July, 1981. (17603) 067-82

STAFFORDSHIRE

EDUCATION COMMITTEE
PENKHULL HIGH SCHOOL
Bishop's Road North, Bishop's Road, Stoke-on-Trent, Staffs.
Scale 2 post for Girls' PHYSICAL EDUCATION. This is initially a temporary post to cover secondment. However, there is a strong possibility that the post will become permanent in September, 1982.
A specialist trained teacher with all round interests within P.E. is sought.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). (15988) 066-80

Scale 1 Posts

AVON COUNTY
KINGSWOOD SCHOOL
Kingswood, Bristol BS15 2XU
(11 - 18 comprehensive, 11 - 18, 1400 pupils)
Required September, a teacher of Girls' Physical Education. Male is interested in Rugby and/or Athletics required with English or Mathematics as a Second Subject. Appointment to Scale 1 Temporary Responsibility Allowance. Part-time appointment for the Autumn Term would be considered.
Applications in writing giving full details of qualifications and experience with the Headmaster, Mr. [illegible]

DEVON

Please see displayed advertisement on page 49 (14410) 067-83

REDBRIDGE
LONDON BOROUGH OF

FAIRLOP HIGH SCHOOL
Forest Road, Hainault, Ilford, IG6 3HS

Telephone: 01-500-6656

Head: D.J. George B.A.

Required from January 82, or earlier if possible, a suitably qualified teacher of P.E. Commitment to an educational role for the subject essential, but candidate must be very strong team games record rugby, hockey, cricket would offer a base of minority activities in the senior part of the school. Scale 3 but some flexibility of Scale 4 for really outstanding candidate.
Further details of the post and school are available from the Headmaster, Telephone No. 0843 51075.
Completed application forms with supporting letter and details of two referees should reach him within 14 days of this advert. (14475) 067-82

Other Posts on Scale 2 and above

BERKSHIRE

STONEHAM SCHOOL
Upper Woodcote Road, Reading RG3 4EW
N.O.R. 1000. (11 - 18
Comprehensive, boys, approx. 100 in 6th form)
Required for September 1981, or January 1982, a teacher of P.E. (Scale 2). Strong tradition in games with excellent facilities. Specialist interest in Rugby and/or Athletics required with English or Mathematics as a Second Subject. Appointment to Saturday and afternoon part-time appointment for the Autumn Term would be considered.
Applications in writing giving full details of qualifications and experience with the Headmaster, Mr. [illegible]

DEVON

Please see displayed advertisement on page 49 (14410) 067-83

REDBRIDGE
LONDON BOROUGH OF

FAIRLOP HIGH SCHOOL
Forest Road, Hainault, Ilford, IG6 3HS

Telephone: 01-500-6656

Head: D.J. George B.A.

Required from January 82, or earlier if possible, a suitably qualified teacher to be Head of Girls' P.E. to co-ordinate the work of the Department.
Application forms obtainable from and returnable to the Headteacher (B.A.E.). (15981) 066-83

HARINGEY

METROPOLITAN BOROUGH OF
PARKHOUSE GRAMMAR SCHOOL
Parkhouse, Sheffield
(11 - 18 mixed comprehensive - no. on roll 1430)
Required for 1 April, 1982 **HEAD OF PHYSICAL EDUCATION DEPARTMENT** (Scale 3). This school is a PE trained teacher is required to take charge of this large and expanding department with great team tradition.
Application by letter giving full particulars of qualifications and experience with the names of two referees to the Headmaster. (14778) 067-82

SOMERSET

FROME SPORTS CENTRE
ASSISTANT MANAGER
£5268 - £6511 (12½%)
Vacancy has arisen at this purpose built centre. Responsible for an officer to complete a team of receptionist supervisors.
The successful applicant will have enterprise, proven organising administrative and coaching ability and a sound knowledge of the promotion of both sports and recreational activities.
Council housing will be made available in appropriate circumstances and there is a removal and disturbance allowance.
Further details and application forms from the Clerk to the Management Committee, Mendip Pinegrove, Council Offices, Hooker Hole Road, Wells, Somerset, BA5 2SY. Tel: Wells 72087.
Closing date: 6th July, 1981. (17603) 067-82

STAFFORDSHIRE

EDUCATION COMMITTEE
PENKHULL HIGH SCHOOL
Bishop's Road North, Bishop's Road, Stoke-on-Trent, Staffs.
Scale 2 post for Girls' PHYSICAL EDUCATION. This is initially a temporary post to cover secondment. However, there is a strong possibility that the post will become permanent in September, 1982.
A specialist trained teacher with all round interests within P.E. is sought.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). (15988) 066-80

Scale 1 Posts

AVON COUNTY
KINGSWOOD SCHOOL
Kingswood, Bristol BS15 2XU
(11 - 18 comprehensive, 11 - 18, 1400 pupils)
Required September, a teacher of Girls' Physical Education. Male is interested in Rugby and/or Athletics required with English or Mathematics as a Second Subject. Appointment to Scale 1 Temporary Responsibility Allowance. Part-time appointment for the Autumn Term would be considered.
Applications in writing giving full details of qualifications and experience with the Headmaster, Mr. [illegible]

HARINGEY

METROPOLITAN BOROUGH OF
PARKHOUSE GRAMMAR SCHOOL
Parkhouse, Sheffield
(11 - 18 mixed comprehensive - no. on roll 1430)
Required for 1 April, 1982 **HEAD OF PHYSICAL EDUCATION DEPARTMENT** (Scale 3). This school is a PE trained teacher is required to take charge of this large and expanding department with great team tradition.
Application by letter giving full particulars of qualifications and experience with the names of two referees to the Headmaster. (14778) 067-82

BEDFORDSHIRE

SOUTHERN AREA
ROTHERAM HIGH SCHOOL
Rotheram Avenue, Luton, Beds.
Required for September, 1981, a teacher for Girls' P.E., who can also teach Mathematics. Mr. M. Tapper, B.Ed., Headmaster.
Scale 2 post for Girls' P.E. Applicants must be willing to take part in the school, and have a second teaching subject to offer. Music, Mathematics, Science or Drama would be welcomed.
Council accommodation may be available.
Further details and application forms from the Headmaster, Mr. M. Tapper, B.Ed., at the school. (B.A.E. please). (14411) 067-82

BEXLEY

LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent, DA8 3DN
Tel: Erith 48831, Ovster 13.
Roll expected September, 1981 - 1,000.
Established 1967. Catering for an 11 - 18 mixed intake. Group 10. Sixth Form. Co-educational.
Required for September, 1981 'O' and A' and 'B' level C.S.E. G.C.E. Teacher of Girls' P.E./Games with other specialist examination.
Applicants should be qualified teacher of Physical Education and have at least one year's experience. Ideally a graduate teacher on secondment would be welcome. Applicants should be enthusiastic and well motivated, supporting a very wide range of activities and non-curricular activities and be prepared to support their subject at all levels.
Application forms obtainable from and returnable to the Headmaster (A.E.A. 2498. Assistance will be moved. Application by letter to be considered. (14168) 067-82

BRADFORD

CITY OF
METROPOLITAN COUNCIL
ST. BLAISE SCHOOL
Cleckheaton Road, Low Moor, Bradford BD12 0AA
Group No: 10
Roll: 957
Headmaster: Mr. G.H. Best BA. Dip.Ed.
PHYSICAL EDUCATION - Scale 1 - Temporary for one year in the first instance. Applicants should be graduates and have a good honours degree in a relevant subject. Duties will include the organisation of girls' games and the development of community activities. Ability to teach gymnastics, sports hall, swimming, dance and games to GCE/CSE level is required, who will give energetic enthusiastic and imaginative lead.
Application forms obtainable from and to whom completed forms should be returned by 30th June, 1981. (s.a.e. please). (14685) 067-82

CROYDON
LONDON BOROUGH OF

SELHURST BOYS' HIGH SCHOOL
The Crescent, Croydon, CR0 5RG

Telephone: 01-656 2041
Teletype: 1st September, 1981

A well qualified teacher of Physical Education is required for this post which is a challenging and responsible one. Applicants should be prepared to undertake extra-curricular activities.
Salary - Burnham Scale 1 or London Area Allowance.

Please send S.A.E. for application form and further details of this post to the Headmaster, Mr. [illegible] to whom completed forms should be returned within ten days of the appearance of this advertisement. (14744) 067-82

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
DENBIGH SCHOOL
Bletchley
(Mixed Comprehensive 12 - 18. approx 1,200 on roll)
Required for September, to join a team of 5 teachers mainly in the 13 - 16 age range.
Please apply as soon as possible to the Headmaster by letter giving full curriculum vitae. (foolscap s.a. please). (17943) 067-80

DEVON

Please see displayed advertisement on page 49 (17109) 067-80

BERKSHIRE

ST FAGANS SCHOOL
Fairwater Drive, Llandaff, Cardiff CF5 2JA
Required for September, 1981, a teacher of Girls' Physical Education to join the Department of a large mixed comprehensive school.
The Department is vigorous and forward looking with the opportunity for individual staff to develop their own particular skills. The person appointed must offer netball, hockey, athletics and Modern Educational Gymnastics and movement. Swimming and dance would be an added advantage.
Further information from Mr. J.C. Rowland, M.A., Headmaster, Cardiff High School, Cefnpenlan Road, Gillingham, Kent. 067-80

KIRKLEES

METROPOLITAN COUNCIL
HOWARD'S MILL SECONDARY SCHOOL
Windmill Lane, Bolton Woods, West Yorkshire, WF17 6QG
Required from September 1981, a teacher of Girls' P.E. SCALE 1, to cover the period of maternity leave of a member of the present staff. The school is a newly developed 11 - 16 comprehensive school with magnificent sports facilities.
Application forms from the Headmaster, to whom completed forms should be returned as soon as possible. (14945) 067-80

NEWCASTLE UPON TYNE

CITY OF
EDUCATION COMMITTEE
BLAYDON HIGH SCHOOL
TEMPORARY TEACHER OF GIRLS' P.E. required
Required for September 1981, for 1 year, a temporary teacher of Girls' P.E. for appointment to a Scale 1 post at this county 11 - 18 mixed comprehensive school.
Temporary Responsibility Allowance is payable (i.e. £901 - £715 p.a.
Applicants forms obtainable from and returnable to the Head Teacher, Mr. [illegible] Tel: Blaydon 780 (STD 091 from Newcastle) 4 miles from Metro Station.
Closing Date: 1st September 1981 (s.a.e. please). (17116) 067-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTERSHIRE HIGH SCHOOL
Droitwich Road, Worcester, WR3 7LE
Head Girl: Elizabeth Hall, B.A.
Deputy Head: Mrs. M. Hall, B.Ed.
Group No: 10
Roll: 1,000
Required for September, 1981, a teacher of Girls' P.E. (Scale 1) to work in a team of teachers providing the full range of physical activities to pupils in the teaching of another subject.
London Outer Fringe allowances payable. Help with housing may be available.
Apply by letter to the Headmaster naming two referees. (17078) 067-80

HERTFORDSHIRE

COUNTY COUNCIL
DACORUM DIVISION
THE HALSEY SCHOOL
Pancras Road, Hemel Hempstead, Herts.
Pennycroft Road, Hemel Hempstead
Tel: 52446 & 54174
HEAD OF PHYSICAL EDUCATION
Teacher required for September 1981 to join a team of teachers providing the full range of physical activities to pupils in the teaching of another subject.
London Outer Fringe allowance payable. Help with housing may be available.
Apply by letter to the Headmaster naming two referees. (17078) 067-80

HERTFORDSHIRE

COUNTY COUNCIL
DACORUM DIVISION
JOHN F. KENNEDY SCHOOL
(Mixed)
Hollybush Lane, Hemel Hempstead, Herts.
Tel: H.H. 52754
P.E. (Scale 1)
P.E. - 18, Mixed all-ability school. 930 on rolls
Required September, teacher of Physical Education (Boys). Scale 1 with extra fringe weighting.
Applications to the Headmaster giving second teaching subject, curriculum vitae and the names of two referees. (17070) 067-80

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
St. George's Church of England School
Wrotham Road, Gravesend, Kent DA11 7LE
Roll: 600 Boys and Girls
Required for September 1981, a teacher of Girls' Physical Education to work in a lively and successful department.
The St. George's A Church Aided all ability school, pleasantly situated on the edge of the town and facilities are good.
Apply to the Headmaster with full details and the names of referees.

NEWHAM

LONDON BOROUGH OF
PLASHET SCHOOL
Plashet Grove, London E6 1DD
Head Teacher: Mrs. Jean Rennie
Number on roll: 1360 (girls)
HEAD OF GIRLS' P.E. Scale 1
Required September 1981 or as soon as possible.
Applicant must be a specialist teacher of girls' games and have a second subject to offer.
Application forms and further details from the Headmaster (please) to whom completed forms should be returned within ten days of the appearance of this advertisement. (14744) 067-82

NORTH YORKSHIRE

COUNTY COUNCIL
MALTON SCHOOL
Old Malton, Malton, North Yorkshire YO17 0ED
Tel: Malton 2284
Pupils: 1,000 (11 - 18 Comprehensive)
Required September, 1981, a teacher of Girls' Physical Education to join a successful department in this large pleasantly situated comprehensive school with extensive playing fields.
Applicants form and further details from the Headmaster. (14743) 067-80

NORTHAMPTONSHIRE

WELLINGBOROUGH
BRESSEHILL SCHOOL
The Prairie, Wellingborough,
Northants, NN8 4RP

Required for September teacher of Physical Education (Scale 1) to teach all aspects of P.E. to pupils with a particular interest in Dance.

Application forms and further details from the Headmaster (s.a.e. please). (14131) 067-80

NOTHAMPTONSHIRE

WELLINGBOROUGH
WESTFIELD BOYS SCHOOL
Brickhill Road, Wellingborough,
Northants NN8 3HB

P.E. TEACHER (BOYS) SCALE 1

Required for September 1981 a well qualified and enthusiastic teacher to teach P.E. and Games in the 11 - 18 boys comprehensive school. The successful candidate will need to play a full part in soccer, rugby, basketball, athletics and in the many other sports that are pursued in this school.

Application forms and further details from the Headmaster (s.a.e. please). (17649) 067-80

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM COMMITTEE
COUNTHILL SCHOOL
Counthill Road, Oldham
Required for September 1981 at this 11 - 18 mixed comprehensive school of about 1500 pupils, SCALE 1 teacher of Girls' P.E. also to offer Science or English as second subject. Scale 1 Priority Allowance payable.
Send s.a.e. for application to the Head at the school, returnable to him immediately. (17577) 067-80

REDBRIDGE
LONDON BOROUGH OF

NIGHTINGALE HIGH SCHOOL
Elmcroft Avenue, Wanstead, E11

Telephone: 01-989 9058
Teletype: 1st September, 1981

Required from September 81: a teacher of Girls' Physical Education to join the staff of this comprehensive school. Candidates should also offer a subsidiary academic subject.

The post is on Scale 1 with Outer London Allowance of £498.

Apply by letter to the Head at the school, giving details of qualifications etc. and the names and addresses of two referees. (16141) 067-80

RICHMOND UPON THAMES
LONDON BOROUGH OF

TEDDINGTON SCHOOL
(11 - 16 comprehensive 840 boys)
Broom Road, Teddington,
Middlesex TW11 9PJ

Required for September 1981 full-time teacher of Physical Education (Scale 1 plus £498) to join a large and active department. Applicants with qualities, including sports hall and gymnastics.

The school, which was a national rugby competition last year, requires a rugby coach and one who would also coach a range of other sports. Applicants who teach sailing would be helpful but is not essential.

The school, which has grounds extending to the bank of the Thames and its river skiff-way on to the river, is in a very pleasant and easy reach of central London.

Forms (foolscap s.a.e.) from director of Education, Civic House, London Road, Twickenham, Middlesex TW1 3DB, returnable to the Headmaster at the school by 30th June, 1981. (17456) 067-80

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 914 on roll.
Required for September, 1981, **ASSISTANT TEACHER - SCALE 1** Required for Music and Games. Excellent facilities include two Sports Halls, Gymnasium and large playing fields.
Closing Date: 30th June, 1981.
Letters of application to the Headteacher, Thrybergh Hall, to give School, Arran Hill, Park Lane, Thrybergh, Rotherham S65 4NU.
R.W. Ellis, Director of Personnel Resources. (14620) 067-80

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM
DEPARTMENT OF EDUCATION
WINGFIELD RISE COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 810 on roll
Required 1st September,
ASSISTANT TEACHER, SCALE 1. Closing date 4th July, or soon as possible.
Letters of application to the Headteacher, Spurley Hey, Corporation Road, Rotherham S65 1PP.
Rotherham 823 (STD 0709).
Resources. (17778) 067-80

SHEFFIELD

CITY OF
EDUCATION DEPARTMENT
BEAVER HILL SCHOOL
Wadsworth Grange Road, Sheffield S6 4JA
Required September 1981 a teacher of Girls' P.E. with responsibility for (primarily to develop girls' activities). Scale 1 plus £498 London Allowance. Applications forms are available from the Headteacher, to whom completed forms should be returned by 30th June 1981. (16940) 067-80

SHROPSHIRE

EDUCATION COMMITTEE
LUDLOW SCHOOL
Corvedale Road, Burway, Ludlow
Tel: 2261
TEMPORARY GIRLS P.E TEACHER
required for September 1981. Scale 1 plus £498 London Allowance. Applications forms and further details from the Headteacher, to whom completed forms should be returned by 30th June 1981. (16940) 067-80

SHROPSHIRE

EDUCATION COMMITTEE
LUDLOW SCHOOL
Corvedale Road, Burway, Ludlow
Tel: 2261
TEMPORARY GIRLS PE TEACHER
required for September 1981. Scale 1 plus £498 London Allowance. Candidates should be graduates and have a second subject to offer. Interest in Community Education would be helpful but is not essential.
Further details from the Headmaster (S.A.E.). 067-80

SHROPSHIRE

COUNTY COUNCIL
SHROPSHIRE COUNTY COUNCIL
ADEANE COUNTY CENTRE
Long Lane, Bridgnorth, WV15 5EH
Tel: 2294
LOWER SCHOOL MANAGER Grade XIS (£5,391 - £6,174 plus £498 London Allowance)
Application forms and further details from the Headmaster (s.a.e. please) to whom completed forms should be returned within ten days of appearance of this advertisement. (14498) 067-80

NORTH YORKSHIRE

COUNTY COUNCIL
MALTON SCHOOL
Old Malton, Malton, North Yorkshire YO17 0ED
Tel: Malton 2284
Pupils: 1,000 (11 - 18 Comprehensive)
Required September, 1981, a teacher of Girls

SECONDARY R.E. SCALE 1
continued

REDBRIDGE
LONDON BOROUGH OF

NIGHTINGALE HIGH SCHOOL
Elmcroft Ave., Wanstead E11

Telephone: 01 989 9252
Head: Michael Wootton

Required from September 1981: a teacher of R.E. to teach to all years in this 11 - 18 mixed comprehensive school. Candidates should offer a second academic subject. The post is Scale 1 with Outer London Allowance of £498.

Applications should be by letter, giving details of age, education and qualifications, and the names and addresses of 2 referees, to the Head of the school as soon as possible. Further details are available from the Head. (17824) 060-80

SHEFFIELD
CITY OF
EDUCATION DEPARTMENT
CAUCER CAMPUS
Wordsworth Avenue, Sheffield 9S 9NH
Mixed Comprehensive 12 - 18:
1500 on roll
Required for September 1981 a Scale 1 teacher of Guidance and Religious Education. The successful candidate will be expected to contribute to Religious Education in the Lower School and Guidance in the Upper School.
Forms of application available from the Head at Caucer Campus (see above) should be returned by Friday 3 July 1981. (14918) 068-80

STAFFORDSHIRE
EDUCATION COMMITTEE
PARK LANE COMPREHENSIVE SCHOOL
Vicarage Bank Road, Rugeley.
Required for September, 1981 teacher of RELIGIOUS STUDIES (Scale 1). This is an additional appointment. Willingness to teach a second subject an advantage.
Application forms obtainable from and returnable to the Head-teacher (Mrs.). (15988) 068-80

SUFFOLK
STOWMARKET HIGH SCHOOL
Onehouse Road, Stowmarket
(Mixed Comprehensive 13 - 18:
1,000 on roll)
Required for September, 1981: teacher of RELIGIOUS EDUCATION (Scale 1). Opportunity for 'A' level work for a suitably qualified candidate.
Forms and further details available from Headteacher at the school (s.a.e. please). (13758) 068-80

WOLVERHAMPTON
BOROUGH COUNCIL

EDUCATION COMMITTEE

ST. PETER'S COLLEGIATE SCHOOL
Aided C of E Comprehensive School
NOR 880

Teacher of Religious Education, Scale 1, required in September, 1981 for one year only. Ability to teach to examination levels and a commitment to Christian Education desirable.

Application forms available from the Director of Education, Education Offices, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RP, to be returned when they should be returned to the Headteacher at the school. (s.a.e. please). (14129) 068-80

Science
Heads of Department

DERBYSHIRE
HENRY FANSHAWE SCHOOL
Dronfield, Sheffield S18 6WD.
A Senior comprehensive (14 - 18) 4 form entry (all Mixed; including 260 in the Sixth Form).
A VACANCY OCCURS in SCIENCE, required from 1st September 1981 or as soon as possible thereafter. The successful candidate will be expected to contribute to Science Education in the Lower School and Guidance in the Upper School.
Forms of application available from the Head at Caucer Campus (see above) should be returned by Friday 3 July 1981. (14918) 068-80

STAFFORDSHIRE
EDUCATION COMMITTEE
RANK COMPREHENSIVE SCHOOL
Vicarage Bank Road, Rugeley.
Required for September, 1981 teacher of RELIGIOUS STUDIES (Scale 1). This is an additional appointment. Willingness to teach a second subject an advantage.
Application forms obtainable from and returnable to the Headteacher (Mrs.). (15988) 068-80

SUFFOLK
STOWMARKET HIGH SCHOOL
Onehouse Road, Stowmarket
(Mixed Comprehensive 13 - 18:
1,000 on roll)
Required for September, 1981: teacher of RELIGIOUS EDUCATION (Scale 1). Opportunity for 'A' level work for a suitably qualified candidate.
Forms and further details available from Headteacher at the school (s.a.e. please). (13758) 068-80

WOLVERHAMPTON
BOROUGH COUNCIL

EDUCATION COMMITTEE

ST. PETER'S COLLEGIATE SCHOOL
Aided C of E Comprehensive School
NOR 880

Teacher of Religious Education, Scale 1, required in September, 1981 for one year only. Ability to teach to examination levels and a commitment to Christian Education desirable.

Application forms available from the Director of Education, Education Offices, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RP, to be returned when they should be returned to the Headteacher at the school. (s.a.e. please). (14129) 068-80

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE MERIDIAN SCHOOL
Gerard Walk, Royston, Herts.
(3/18 Upper School.
Co-educational; 850 on roll in September 1981.
Required for January 1982, (or earlier if possible) HEAD OF BIOLOGY, Scale 3. Excellent opportunity for well qualified and enterprising teacher with experience to take over well established department. Courses will include CSE, 'O' and 'A' levels. Willingness to play an active part in Field Work is essential.
Applications to the Head, with curriculum vitae and names of 2 referees, (18849 and 18850) to arrive by 07-07.

REDBRIDGE
LONDON BOROUGH OF

CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex

Telephone: 01-59 2600
Head: Miss D. Hopkins, B.Ed.

Required for September 81 or January 82: a well-qualified and experienced teacher for this 11 - 18 mixed comprehensive, to be Head of the Science Department, which is housed in a newly built block. The capacity to teach across the full ability range, with particular reference to 'O' and C.S.E. level and Physics or Chemistry to 'A' level is essential, and an interest in the Nuffield approach would be helpful. The post is on Scale 4 with Outer London Allowance of £498.

Forms and further details are available from the Head at the school, to whom completed applications are returnable as soon as possible. (17843) 070-80

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
QUEST HILL COMPREHENSIVE SCHOOL
Lichfield Road, Bloxwich, Walsall.
Required as soon as possible. HEAD OF PHYSICS. (Scale 3) to take charge of a new and successful department, following the promotion of the present incumbent, a wide range of courses up to A-level is offered. Closing date 30th June 1981.
Application should be made by letter to the Head Teacher of the school giving the name and address of two referees and enclosing an s.a.e.
This Authority is an equal opportunity employer. (17935) 070-59

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDRIDGE COMPREHENSIVE SCHOOL
Primley Avenue, Walsall, WS5 9UP
Required for January, 1982 in this mixed 11 - 18 comprehensive school
HEAD OF SCIENCE
Scale 4 + Responsibility Allowance. Closing date 30th June, 1981.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an s.a.e.
This Authority is an equal opportunity employer. (17888) 070-33

SURREY
EDUCATION COMMITTEE
CHERTSEY COUNTY SECONDARY SCHOOL
Guildford Road, Chertsey, Surrey.
HEAD OF SCIENCE DEPARTMENT required for September 1982 or as soon as possible. Suitably qualified and experienced teacher to take charge of department offering wide variety of courses to C.S.E. and G.C.E. level examination. Excellent facilities for teaching Science available including an laboratory.
For details contact Head - Tel: Byfleet 45443. (13884) 070-58

SUTTON
LONDON BOROUGH OF
DOWNSHAW HIGH SCHOOL
Gibbon Road, Sutton, Surrey.
SM1 2RD
Tel: 01 641 8080.
Headmaster: Mr. J. Biddis, M.Ed., M.I.Biol.
Purpose built comprehensive school for 1126 pupils with 150 in Sixth Form. VACANCY FOR BIOLOGY SCALE 2/3 for September 1981 or JANUARY 1982 to lead a dynamic and successful department and able to lead the full range of courses. Courses are offered in years three to six, leading to CSE, 'O' and 'A' level examinations. Study courses are a special feature of the school. Successful candidates will be required to contribute to the higher levels of Advanced Level work and to the Polytechnics.
Letter of application to the Headmaster stating education, qualifications, experience, present post and names and addresses of two referees. (15745) 070-59

BEDFORDSHIRE
NORTHERN AREA
HASTINGSBURY UPPER SCHOOL
Mill Rise, Kempston, Beds.
Headmaster: Mr. J. Greenhalgh.
Telephone: Bedford 852644
Comprehensive 13 - 18.
Required for September 1981, a well qualified Teacher of Biology to teach across the whole ability range in a well established Science Department offering wide examination CSE, 'O' and 'A' level courses.
Scale 3 post is available for a suitably experienced candidate.
Application forms and further details from the Headmaster, s.a.e. please. (15760) 070-58

BRADFORD
CITY OF
METROPOLITAN DISTRICT
COUNCIL
TONG UPPER SCHOOL
Required for January 1982, or earlier if possible, a well qualified and experienced teacher to contribute to the work of the expanding Science Department of this 11 - 16 comprehensive school with 1400 pupils on roll. To succeed in this post it will be required (a) to develop and co-ordinate courses in General Science throughout the 11 - 16 age and ability range, including new courses for sixth-form pupils, and (b) to teach Chemistry to 'O' level. This is a Scale 3 post.
Further details and application forms may be obtained from the Headmaster, Tong Upper School, Wortley Hall, Bradford BD4 6QH (s.a.e. please) to whom completed forms should be returned by 3rd July 1981. Reference ET 34887/ FEB. (14356) 070-53

BROMLEY
LONDON BOROUGH OF
ST. OLAVE'S GRAMMAR SCHOOL
Goddington Lane, Orpington, Kent BR6 9BG
Required by September 1981, or January 1982, teacher to contribute the introduction of Computer Studies into the curriculum and to teach Combined Science in the lower part of the School. The possibility of teaching a specialist subject at 'O' or 'A' level may be considered if this would be an additional incentive. A candidate would be able to give practical assistance with rugby, cricket and athletics. Experience in outdoor pursuits would be particularly welcome though this is not essential. St. Olave's is a voluntary aided selective school of 600 boys of whom some 130 are in the Sixth Form.
A Governor's house or flat may be available at an economic rent if this would be helpful.
Scale 1 or 2 for a candidate with suitable experience, plus Inner London Area Allowance. Further details if required.
Apply (no forms) to the Headmaster enclosing curriculum vitae and names of two referees (teaching plus academic references if applicable).

BROMLEY
LONDON BOROUGH OF
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, Anerley, SE20 8BG
Roll approx 500, Group 5 - 11 - 18+
Required for September, 1981 or as soon as possible - a teacher of PHYSICS/CHEMISTRY to teach for this 11 - 18+ Comprehensive School. Team teaching is shared with a neighbouring Boys' School. London Allowance and Social Priority School Allowance payable.
Please apply in writing to the Head Teacher at the school enclosing curriculum vitae and names of referees. (17761) 070-53

BRADFORD
CITY OF
METROPOLITAN DISTRICT
COUNCIL
TONG UPPER SCHOOL
Required for January 1982, or earlier if possible, a well qualified and experienced teacher to contribute to the work of the expanding Science Department of this 11 - 16 comprehensive school with 1400 pupils on roll. To succeed in this post it will be required (a) to develop and co-ordinate courses in General Science throughout the 11 - 16 age and ability range, including new courses for sixth-form pupils, and (b) to teach Chemistry to 'O' level. This is a Scale 3 post.
Further details and application forms may be obtained from the Headmaster, Tong Upper School, Wortley Hall, Bradford BD4 6QH (s.a.e. please) to whom completed forms should be returned by 3rd July 1981. Reference ET 34887/ FEB. (14356) 070-53

BROMLEY
LONDON BOROUGH OF
ST. OLAVE'S GRAMMAR SCHOOL
Goddington Lane, Orpington, Kent BR6 9BG
Required by September 1981, or January 1982, teacher to contribute the introduction of Computer Studies into the curriculum and to teach Combined Science in the lower part of the School. The possibility of teaching a specialist subject at 'O' or 'A' level may be considered if this would be an additional incentive. A candidate would be able to give practical assistance with rugby, cricket and athletics. Experience in outdoor pursuits would be particularly welcome though this is not essential. St. Olave's is a voluntary aided selective school of 600 boys of whom some 130 are in the Sixth Form.
A Governor's house or flat may be available at an economic rent if this would be helpful.
Scale 1 or 2 for a candidate with suitable experience, plus Inner London Area Allowance. Further details if required.
Apply (no forms) to the Headmaster enclosing curriculum vitae and names of two referees (teaching plus academic references if applicable).

BROMLEY
LONDON BOROUGH OF
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, Anerley, SE20 8BG
Roll approx 500, Group 5 - 11 - 18+
Required for September, 1981 or as soon as possible - a teacher of PHYSICS/CHEMISTRY to teach for this 11 - 18+ Comprehensive School. Team teaching is shared with a neighbouring Boys' School. London Allowance and Social Priority School Allowance payable.
Please apply in writing to the Head Teacher at the school enclosing curriculum vitae and names of referees. (17761) 070-53

EALING
LONDON BOROUGH OF
BRENTSIDE HIGH SCHOOL
Greenford Road, Sudbury, Middx.
Comprehensive 13 - 18
London HY (7)
Required September 1981, teacher of Physics, able to teach throughout the 13 - 18 range, including CSE 'O' and 'A' level courses. An additional offering was established for September 1981 - Scale 2 post available for suitably experienced candidate.
Application forms and further details from the Headmaster, s.a.e. please. (15760) 070-58

BRADFORD
CITY OF
METROPOLITAN DISTRICT
COUNCIL
TONG UPPER SCHOOL
Required for January 1982, or earlier if possible, a well qualified and experienced teacher to contribute to the work of the expanding Science Department of this 11 - 16 comprehensive school with 1400 pupils on roll. To succeed in this post it will be required (a) to develop and co-ordinate courses in General Science throughout the 11 - 16 age and ability range, including new courses for sixth-form pupils, and (b) to teach Chemistry to 'O' level. This is a Scale 3 post.
Further details and application forms may be obtained from the Headmaster, Tong Upper School, Wortley Hall, Bradford BD4 6QH (s.a.e. please) to whom completed forms should be returned by 3rd July 1981. Reference ET 34887/ FEB. (14356) 070-53

BROMLEY
LONDON BOROUGH OF
ST. OLAVE'S GRAMMAR SCHOOL
Goddington Lane, Orpington, Kent BR6 9BG
Required by September 1981, or January 1982, teacher to contribute the introduction of Computer Studies into the curriculum and to teach Combined Science in the lower part of the School. The possibility of teaching a specialist subject at 'O' or 'A' level may be considered if this would be an additional incentive. A candidate would be able to give practical assistance with rugby, cricket and athletics. Experience in outdoor pursuits would be particularly welcome though this is not essential. St. Olave's is a voluntary aided selective school of 600 boys of whom some 130 are in the Sixth Form.
A Governor's house or flat may be available at an economic rent if this would be helpful.
Scale 1 or 2 for a candidate with suitable experience, plus Inner London Area Allowance. Further details if required.
Apply (no forms) to the Headmaster enclosing curriculum vitae and names of two referees (teaching plus academic references if applicable).

BROMLEY
LONDON BOROUGH OF
THE RAVENSBOURNE SCHOOL FOR BOYS
Hilldrop Road, Orpington, Kent BR6 0JA
THOMAS COMPREHENSIVE
Principal: D. Davies, B.Sc.
Approx 1,500 on roll
Required September, 1981: an additional Graduate Teacher of Chemistry to join the Chemistry team in a well-equipped department.
The successful candidate will be expected to teach the subject at all levels.
London Area Allowance £498.
The School is housed in modern buildings in the Orpington area, situated with the Kemnal School (for Girls) on the Sixth Form Centre for 16 - 19 boys and girls offers a wide range of Advanced Level Courses.
Application direct to the Headmaster at the school giving full details of qualifications and experience, together with names and addresses of two referees.

EALING
LONDON BOROUGH OF
BRENTSIDE HIGH SCHOOL
Greenford Road, Sudbury, Middx.
Comprehensive 13 - 18
London HY (7)
Required September, 1981, teacher of Physics, able to teach throughout the 13 - 18 range, including CSE 'O' and 'A' level courses. An additional offering was established for September 1981 - Scale 2 post available for suitably experienced candidate.
Application forms and further details from the Headmaster, s.a.e. please. (15760) 070-58

BRADFORD
CITY OF
METROPOLITAN DISTRICT
COUNCIL
TONG UPPER SCHOOL
Required for January 1982, or earlier if possible, a well qualified and experienced teacher to contribute to the work of the expanding Science Department of this 11 - 16 comprehensive school with 1400 pupils on roll. To succeed in this post it will be required (a) to develop and co-ordinate courses in General Science throughout the 11 - 16 age and ability range, including new courses for sixth-form pupils, and (b) to teach Chemistry to 'O' level. This is a Scale 3 post.
Further details and application forms may be obtained from the Headmaster, Tong Upper School, Wortley Hall, Bradford BD4 6QH (s.a.e. please) to whom completed forms should be returned by 3rd July 1981. Reference ET 34887/ FEB. (14356) 070-53

BROMLEY
LONDON BOROUGH OF
THE RAVENSBOURNE SCHOOL FOR BOYS
Hilldrop Road, Orpington, Kent BR6 0JA
THOMAS COMPREHENSIVE
Principal: D. Davies, B.Sc.
Approx 1,500 on roll
Required September, 1981: an additional Graduate Teacher of Chemistry to join the Chemistry team in a well-equipped department.
The successful candidate will be expected to teach the subject at all levels.
London Area Allowance £498.
The School is housed in modern buildings in the Orpington area, situated with the Kemnal School (for Girls) on the Sixth Form Centre for 16 - 19 boys and girls offers a wide range of Advanced Level Courses.
Application direct to the Headmaster at the school giving full details of qualifications and experience, together with names and addresses of two referees.

BROMLEY
LONDON BOROUGH OF
THE RAVENSBOURNE SCHOOL FOR BOYS
Hilldrop Road, Orpington, Kent BR6 0JA
THOMAS COMPREHENSIVE
Principal: D. Davies, B.Sc.
Approx 1,500 on roll
Required September, 1981: an additional Graduate Teacher of Chemistry to join the Chemistry team in a well-equipped department.
The successful candidate will be expected to teach the subject at all levels.
London Area Allowance £498.
The School is housed in modern buildings in the Orpington area, situated with the Kemnal School (for Girls) on the Sixth Form Centre for 16 - 19 boys and girls offers a wide range of Advanced Level Courses.
Application direct to the Headmaster at the school giving full details of qualifications and experience, together with names and addresses of two referees.

EALING
LONDON BOROUGH OF
BRENTSIDE HIGH SCHOOL
Greenford Road, Sudbury, Middx.
Comprehensive 13 - 18
London HY (7)
Required September, 1981, teacher of Physics, able to teach throughout the 13 - 18 range, including CSE 'O' and 'A' level courses. An additional offering was established for September 1981 - Scale 2 post available for suitably experienced candidate.
Application forms and further details from the Headmaster, s.a.e. please. (15760) 070-58

BEDFORDSHIRE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Hilldon Park Road, Luton, Beds.
Headmaster: Mr. F. Hill, B.A.
Required September, 1981: teacher of Chemistry, Scale 1, for this 11 - 16 mixed comprehensive. Lealands High is a mixed comprehensive 11 - 16 school with 1400 pupils aged 11 - 16, and is situated in pleasant building estate on the northern outskirts of the town. Current accommodation does not be available in certain cases.
Informal application forms obtainable from and returnable to the Headmaster, s.a.e. please. (14470) 070-80

BEXLEY
LONDON BOROUGH
SOUTH SCHOOL
Hurst Road, Erith, Kent, DA8 2AN
Tel: Erith 4893
Group 15. Roll approx 1350.
Establishing 1982. Catering for the entire ability range 13 - 18 in the Sixth Form. Co-educational.
Required September, teacher of Physics, scale 1, interest in and ability to teach to 'A' level would be an advantage. Both the partnership are very strongly staffed and well resourced.
Also required for September, teacher of Chemistry, (scale 1). The Department is large and well established.
Further details are obtainable from the Headmaster with application forms (s.a.e. please).
Inner London Area Allowance £498. Assistance with removal expenses may also be considered. Lunch vouchers are operated. (15161) 070-80

BROMLEY
LONDON BOROUGH OF
THE RAVENSBOURNE SCHOOL FOR BOYS
Hilldrop Road, Orpington, Kent BR6 0JA
THOMAS COMPREHENSIVE
Principal: D. Davies, B.Sc.
Approx 1,500 on roll
Required September, 1981: an additional Graduate Teacher of Chemistry to join the Chemistry team in a well-equipped department.
The successful candidate will be expected to teach the subject at all levels.
London Area Allowance £498.
The School is housed in modern buildings in the Orpington area, situated with the Kemnal School (for Girls) on the Sixth Form Centre for 16 - 19 boys and girls offers a wide range of Advanced Level Courses.
Application direct to the Headmaster at the school giving full details of qualifications and experience, together with names and addresses of two referees.

SEFTON
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
CHESTERFIELD HIGH SCHOOL
Chesterfield Road, Crosby, Liverpool L23 9YS
(1250 boys and girls, aged 11 - 18 years)
MASTER/MISTRESS (Scale 2) required for September to take charge of Science Laboratories and to teach Science in Lower and Middle School, with possibility of some examination work.
Scale 2 post is available for a suitably experienced candidate.
Application forms and further details from the Headmaster, s.a.e. please. (17787) 070-53

Scale 1 Posts

AVON
BACKWELL SCHOOL
Backwell, Bristol BS19 3PB
(A well-qualified and enthusiastic Biology teacher (Scale 1) required for September 1981, to teach throughout the school, and to lead a team of two referees to the Head at the school from whom further details may be obtained. (14348) 070-80

AVON
BACKWELL SCHOOL
Backwell, Bristol BS19 3PB
(11-18 (6-6 6th)
A well-qualified and enthusiastic Physics teacher (Scale 1) required for September 1981, to teach throughout the school.
Please apply by letter to the Headmaster enclosing curriculum vitae and names of two referees to the Head at the school from whom further details may be obtained. (14348) 070-80

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Cherry Grove, Cat Hill, East Barnet, Herts
(1345 1562
Mixed Comprehensive. Roll 1050. Sixth Form 150
Required September 1981 or January 1982 Scale IV. Well qualified Physics teacher with Nuffield Combined SCIENCES with either PHYSICS or CHEMISTRY, mainly in the Lower School. Large and thriving department.
A Governor's house or flat may be available at an economic rent if this would be helpful.
JAMES CATHOLIC HIGH SCHOOL
Fox Lane North, Burnt Oak, Edgware, Middx.
(959 3410
A-A Mixed Comprehensive. Roll 1,100. Sixth Form 130
Required September 1981, teacher of SCIENCE, Scale 1, to join strong Science team.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Education (14177) 070-80

BARNSLEY
METROPOLITAN BOROUGH
OF
PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield
(Tel: 0226 762 3456
Mixed Comprehensive -
No. on roll 1450)
Required for 1 Sept 81 a Scale 2 post for a Biologist mainly teaching SCIENCE to 'A' level and mixed ability forms. An interest in Outdoor Activities and the ability to lead Adventure Courses would be an advantage.
Also required for the SCIENCE FACULTY - Scale 1 with the ability to teach Biology to 'A' level and Integrated Science to Lower School mixed ability forms.
Applications by letter giving full particulars, with the names and addresses of two referees to the Headteacher as soon as possible. (17716) 070-80

BEDFORDSHIRE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Hilldon Park Road, Luton, Beds.
Headmaster: Mr. F. Hill, B.A.
Required September, 1981: teacher of Chemistry, Scale 1, for this 11 - 16 mixed comprehensive. Lealands High is a mixed comprehensive 11 - 16 school with 1400 pupils aged 11 - 16, and is situated in pleasant building estate on the northern outskirts of the town. Current accommodation does not be available in certain cases.
Informal application forms obtainable from and returnable to the Headmaster, s.a.e. please. (14470) 070-80

BEXLEY
LONDON BOROUGH
SOUTH SCHOOL
Hurst Road, Erith, Kent, DA8 2AN
Tel: Erith 4893
Group 15. Roll approx 1350.
Establishing 1982. Catering for the entire ability range 13 - 18 in the Sixth Form. Co-educational.
Required September, teacher of Physics, scale 1, interest in and ability to teach to 'A' level would be an advantage. Both the partnership are very strongly staffed and well resourced.
Also required for September, teacher of Chemistry, (scale 1). The Department is large and well established.
Further details are obtainable from the Headmaster with application forms (s.a.e. please).
Inner London Area Allowance £498. Assistance with removal expenses may also be considered. Lunch vouchers are operated. (15161) 070-80

BROMLEY
LONDON BOROUGH OF
THE RAVENSBOURNE SCHOOL FOR BOYS
Hilldrop Road, Orpington, Kent BR6 0JA
THOMAS COMPREHENSIVE
Principal: D. Davies, B.Sc.
Approx 1,500 on roll
Required September, 1981: an additional Graduate Teacher of Chemistry to join the Chemistry team in a well-equipped department.
The successful candidate will be expected to teach the subject at all levels.
London Area Allowance £498.
The School is housed in modern buildings in the Orpington area, situated with the Kemnal School (for Girls) on the Sixth Form Centre for 16 - 19 boys and girls offers a wide range of Advanced Level Courses.
Application direct to the Headmaster at the school giving full details of qualifications and experience, together with names and addresses of two referees.

REDBRIDGE
LONDON BOROUGH OF

VALENTINES HIGH SCHOOL
Cranbrook Road, Ilford IG1 4TR
(Mixed 11 - 18
Approx 1,200 on roll)

Telephone: 01-554 3008

Head: Miss J. Thompson M.A.

Required from September 81: a Teacher of Physical Science for this 11 - 18 (Mixed) Comprehensive School with 1110 in the Sixth Form. The ability to offer 'A' level Physics would be considerable advantage. This post is on Scale 1 with Outer London Allowance of £498.

Apply by letter to the Head at the school giving full details of qualifications, experience with names and addresses of 2 referees, as soon as possible. (17837) 070-80

SEFTON
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
CHESTERFIELD HIGH SCHOOL
Chesterfield Road, Crosby, Liverpool L23 9YS
(1250 boys and girls, aged 11 - 18 years)
MASTER/MISTRESS (Scale 2) required for September to take charge of Science Laboratories and to teach Science in Lower and Middle School, with possibility of some examination work.
Scale 2 post is available for a suitably experienced candidate.
Application forms and further details from the Headmaster, s.a.e. please. (17787) 070-53

BROMLEY
LONDON BOROUGH OF
EDUCATION COMMITTEE
CHESTERFIELD HIGH SCHOOL
Chesterfield Road, Crosby, Liverpool L23 9YS
(1250 boys and girls, aged 11 - 18 years)
MASTER/MISTRESS (Scale 2) required for September to take charge of Science Laboratories and to teach Science in Lower and Middle School, with possibility of some examination work.
Scale 2 post is available for a suitably experienced candidate.
Application forms and further details from the Headmaster, s.a.e. please. (17787) 070-53

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN
DIVISION
BURNHAM COUNTY SECONDARY SCHOOL
Lascelles Road, Burnham SL1 7LZ
Head: Mr. O. M. Eden BA M Phil Dip Ed
Required for September, an additional Physicist to teach Physics in this well equipped school.
Please apply by letter to the Headteacher enclosing full cv, the names of two referees and sae. (17670) 070-80

DERBYSHIRE
ILKESTON SCHOOL
King George Avenue, Ilkeston, Derbyshire DE7 5DP
11 - 18 mixed; 875 on roll; 125 in 6th form.
Required for September, a well qualified Physicist to teach to 'A' Level in a strong Science Department.
Application should be by letter to the Headmaster in the first instance, giving the names of two referees. Enclose a SAE for further particulars. (1141 4166)

DERBYSHIRE
EDUCATION COMMITTEE

DARWIN SCHOOL
St. Andrew's View, Derby.

Science teacher required as soon as possible for a temporary appointment until December.

Apply Headmistress of this 11 - 16 mixed comprehensive school. (14404) 070-80

DEVON
See Bradfield House School in Special Schools Scale 1. (18707) 070-80

DEVON
Please see displayed advertisement on page 49(14808) 070-80

EALING
LONDON BOROUGH OF
EDUCATION COMMITTEE
NORTHOLT HIGH SCHOOL
Harvey Road, Northolt, Middlesex
The form entry continental (13 - 18 mixed)
PHYSICIST (Scale 1) required for September 1981 to join a large mathematics department already running courses to 'A' and 'O' and CSE standards. This post will be expected to teach some junior Chemistry. A candidate who could be considered for a Scale 2 post.
London Weighting £759.
Application forms from the Head (SAE). (14190) 070-80

EAST SUSSEX
CRALEY SCHOOL
Mill Lane, South Chailey, Lewes, Sussex
(Comprehensive, co-educational 11 - 18) 710 pupils on roll
Required from September 1981: a temporary Teacher of Physics (Scale 1) for the Autumn Term.
Further details and application forms (s.a.e. please) from the Headmaster. (14988) 070-80

EAST SUSSEX
UCKFIELD SCHOOL
Downsview Crescent, Uckfield, East Sussex TN22 1PJ
Required for September 1981 a Physics Teacher Scale 1 or 2 depending on experience. Uckfield School is a growing 11 - 16 comprehensive school with 1910 on roll. It has a Sixth Form Centre. Relocation grants available in approved cases.
Full details and application forms (s.a.e. please) from the Headmaster. (14611) 070-80

ESSEX
BRAMFORD GROVE COMPREHENSIVE SCHOOL
Tiptree Road, Harlow
Tel: Harlow 21918
ASSISTANT CHEMISTRY
Scale 1 or Scale 2
Required for September 1981. Full time Science 11 - 16, all levels 11 - 18. Years 1 - 3. To teach to 'O' and 'A' levels.
MAYFLOWER SCHOOL
Beck Road, Becontree, Dag 13 ORT
Tel: BUL 5171/2
CHEMISTRY/GENERAL SCIENCES
Scale 1
Plus Prime Area Allowance £615.
Required for September 1981 to teach Chemistry with General Sciences to 'O' and 'A' level.
For both posts - Curriculum vitae and names of two referees to the Headteacher concerned (Tiptree 815444, please). (17840) 070-80

HAMPSHIRE
THE VYNTERS SCHOOL
Chorton Road, Winchester
Tel: Winchester 61261
PHYSICS AND COMBINED SCIENCES
Letter of application with full curriculum vitae, names and addresses of two referees to the Headteacher. (18855) 070-80

HAMPSHIRE
FROGMORE COMPREHENSIVE SCHOOL
Priory Hill Road, Yateley.
(11 - 18)
N.O.R. 865
Required for September, 1981: Teacher of Physics (or Physics with Chemistry) to teach throughout the school. Opportunity for Sixth Form work.
Closing date: one week after appearance of this advertisement.
Letter of application naming two professional referees with s.a.e. for reply to Headmaster. (15931) 070-80

HAMPSHIRE
FERNHILL SCHOOL
Nevills Dale, Fernhill, Camberley, Surrey GU15 3PA
(Comprehensive Mixed 11 - 18)
N.O.R. 1500
Required for September, 1981
Scale 1 post - PHYSICS with CSE
Closing date one week after appearance of this advertisement.
Letter or application naming two professional referees to the Teacher with s.a.e. for reply. (15997) 070-80

HAMPSHIRE
THE HURST SCHOOL
Tilehurst Road, Binfield, Bracknell, Berkshire, RG42 5NU.
(11 - 16 Mixed Comprehensive
N.O.R. 1500
Required from September 1981 or early 1982 Scale 1 teacher of Physics to lead a department of two and to assist with Chemistry and Biology.
Application with curriculum vitae to Headmaster. (14436) 070-80

HARINGEY
BOROUGH OF
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JG
1,250 pupils, 250 in the Sixth Form
Required for September 1981: a Teacher of SCIENCE. Applicants should be prepared to teach Physics and Chemistry and Biology.
Applicants must be able to offer A-level Physics and Chemistry and Biology.
Removal Expenses - 100% payment in approved cases.
Please apply by letter in the first instance to the Headmistress of the school giving curriculum vitae and names and addresses of two referees. (14166) 070-80

HAVERING
BOROUGH OF
ROMFORD COUNTY SCHOOL FOR GIRLS
Main Road, Romford, Essex RM2 5EX
(Roll 1150 Co-Ed)
Required September 1981
Telephone: Ingrebourne 71531.
Scale 2 - £6,555 - £7,215 inclusive
S.P.A. ALLOWANCE £615 UNTIL AGE 51
Inner London Area Allowance £498
SCIENCE: SCALE 2.
Required September 1981 or as soon as possible thereafter, a well qualified graduate to teach to 'O' level. Good possibility of 'A' level work for the right candidate.
Letters of application should be sent to the Headmistress, giving full curriculum vitae and quoting two referees, one of whom must be the present or last employer.
Interviews will be held shortly after the appearance of this advertisement. (17609) 070-80

HEREFORD AND WORCESTER
COUNTY COUNCIL

DROITWICH HIGH SCHOOL
Chateaubriand Road, Droitwich, Worcs. WR9 0AA

Mixed Comprehensive High School 11 - 18 (Mixed)

Required for September, 1981: A teacher of Chemistry, Scale 1. There are plenties teachers of Science and time allocation for Chemistry is generous which were purpose-built and well-equipped. Chemistry is taught to all levels, at present to 'A' Level. Mixed ability teaching in lower forms. Inner London Area Allowance £498.

Application forms and further details from the Headmaster, s.a.e. please. (15931) 070-80

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
VERULAM UPPER SCHOOL
Butterfield Road, Wheathampstead, Herts.
Required September in this expanding, mixed, 11 - 16 school (approx roll 540) Experienced or recently qualified teacher of Physics and/or Chemistry. Courses will be offered to 'O' and 'A' level. Inner London Area Allowance will be established. Applications (2 copies) with curriculum vitae to Headmaster, Verulam Upper School, Wheathampstead, Herts. AL4 8RJ. (15911) 070-80

HERTFORDSHIRE
HOLY TRINITY SCHOOL
Chequerfield, Welwyn Garden City
Tel: Welwyn Garden 30261
Required for September, 1981 a teacher of Physics, Scale 1, to teach throughout the school. Applicants must be able to contribute to Advanced level.
Contact Headmaster at the school as soon as possible for letter of application and further particulars. (14439) 070-80

HOUNSLOW
LONDON BOROUGH OF
EDUCATION COMMITTEE
Education Department
Civic Centre, London
Tel: 01-570 7728
CRANFORD COMMUNITY
SCHOOL
High Street, Cranford, Hounslow
TW5 9QB
Tel: 897 6016
Headmaster: Mrs. Ann Jane Hall, B.A.
Required for SEPTEMBER 1981 or JANUARY 1982 a teacher of SCIENCE (scale 1) to join the Science Department which is well equipped and staffed. Applicants will be given every opportunity to develop their own skills and interests within the framework of a comprehensive school. Experience in teaching Physics to 'O' level would be an advantage. Both the partnership are very strongly staffed and well resourced.
Application forms and further details from the Headmaster with curriculum vitae and names of two referees. Inner London Area Allowance £498. Assistance with removal expenses may also be considered. Lunch vouchers are operated. (14166

SECONDARY TECH. STUDIES SCALE 1

continued

SHEFFIELD

CITY OF
EDUCATION DEPARTMENT
ASHLEIGH SCHOOL
Chesterfield Road, Sheffield S12 2QS
Tel: 392551)

Required for September 1981, a graduate Scale 1 teacher to teach Chemistry to A level and Physics to 'O' level.

A background in metallurgy or materials science would be an advantage.

Application forms are available from the Head Teacher to whom they should be returned by Friday 3 July 1981. (14967) 070-80

SHROPSHIRE

EDUCATION COMMITTEE
BELVIDERE SCHOOL
(4 F.E.)

Teacher of Biology to 'A' level and to share combined science teaching to be in charge of Biology.

Forms and further details available for suitably qualified applicant.

PHYSICS teacher required September 1981. Scale 1. Subject taught to GCE standard. Experience and teaching at 'A' level would be available to suitably qualified applicant.

Further details from Head Tel: Camberley 64048.

COMPREHENSIVE SCHOOL
(12 - 18) Cramlington
PHYSICS teacher required September 1981 to share in the teaching throughout the School including GENERAL SCIENCE teaching. The Department teaches Nuffield Physics to 'O' and 'A' level, Nuffield to 'O' level and C.S.E. Mode. Traditionally has its own laboratory for experience but first appointment welcome.

Apply to Headmaster - Tel: Cramlington 28758 (15955) 070-80

STAFFORDSHIRE

EDUCATION COMMITTEE
Teacher of Chemistry
Stallon Road, Cheadle,
Stoke-on-Trent ST10 1HT

Required for September, 1981 at this rapidly expanding comprehensive school a teacher of SCIENCE (Scale 1) (Yrs. 1 - 3). Ability to offer 4th and 5th year examination work in one or more of the following areas would be an additional recommendation: Chemistry. Biology. Environmental Science.

Please apply by letter to the Headteacher, enclosing a curriculum Vitae and names and addresses of two referees. (14491) 070-80

STAFFORDSHIRE

EDUCATION COMMITTEE
WESTWOOD HIGH SCHOOL
Westwood Park, Leek,
Staffs ST13 8LE

Teacher of SCIENCE (Scale 1) to resume to work in a large department of a well established comprehensive.

This position will give a new teacher a range of useful experience.

Application forms obtainable from and returnable to the Headteacher by 4th July. Closing date 12th June, 1981. (15994) 070-80

SUFFOLK

WOOLVERSTONE HALL SCHOOL
Nr. Ipswich, Suffolk, IP9 1AZ.
Tel: Woolverstone 240
LEA boarding comprehensive, 11 - 18 years. 365 boys.
Headmaster: Mr.R.J. Woollett. M.A.

Required from September 1981: BIOLOGY teacher for one year from September 1981 to teach throughout the school. Subsidiary Junior General Science. Scale 1. Resident. Single or married accommodation available. Allowance £561 for assistant or unmarried teacher, £1593 p.a. allowance for 10 hours maternity. Full range of extra-curricular activities available. (14197) 070-80

SUFFOLK

ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 9EF
(11 - 18 mixed comprehensive roll)
(1141)

Required September 1981. Scale 1 Teacher of BIOLOGY to 'A' level and to share combined Science teaching to be in charge of Biology.

Forms and further details available for suitably qualified applicant.

PHYSICS teacher required September 1981. Scale 1. Subject taught to GCE standard. Experience and teaching at 'A' level would be available to suitably qualified applicant.

Further details from Head Tel: Camberley 64048.

COMPREHENSIVE SCHOOL
(12 - 18) Cramlington
PHYSICS teacher required September 1981 to share in the teaching throughout the School including GENERAL SCIENCE teaching. The Department teaches Nuffield Physics to 'O' and 'A' level, Nuffield to 'O' level and C.S.E. Mode. Traditionally has its own laboratory for experience but first appointment welcome.

Apply to Headmaster - Tel: Cramlington 28758 (15955) 070-80

SUTTON

LONDON BOROUGH OF
CAYNESBOURNE SCHOOL FOR GIRLS
Wallace Road, Stratton, Surrey
Teacher of Chemistry. Scale 1, required for September for the five form entry comprehensive school. Ability to teach up to 'O' and 'A' level examinations and to take part in the general work of the school. There are well equipped laboratories in this well established comprehensive school. Applications (including details of qualifications and experience) with names and addresses of two referees. (17608/070-80

WALSALL

METROPOLITAN BOROUGH
HOUSEMASTER/MISTRESS
ST. THOMAS MORE R.C.
COMPREHENSIVE SCHOOL
Silver Street, Willenhall, WV13 3NY

Required for September 1981:-
TEACHER OF GENERAL SCIENCE (Scale 1) able to specialise in either Physics or Chemistry.
Closing date 26th June, 1981.

Application should be made by letter, to the Head Teacher of the school giving the names and addresses of two referees and enclosing an s.a.e.

The Authority is an equal opportunity employer. (15943) 070-80

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools. All posts are for September, 1981, unless otherwise stated.

11-16 SCHOOLS

SCALE 1/2 MUSIC

St Paul's R.C. School (Roll for September 699), Dunstable Road, Middlesbrough, Cleveland TS64AL.
(Tel: Middlesbrough 243897)
Required to be responsible for Music in this newly-established school. Some other subject teaching is desirable. Scale 1 or 2 according to experience.
Application forms are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel: Middlesbrough 248155, ext. 3020/3021) and should be returned to Reverend D. Cahill, St Patrick's Presbytery, Marsh Street, Middlesbrough, Cleveland.

SCALE 1 CHEMISTRY

Blakeston School (Roll 1048) Junction Road, Stockton on Tees, Cleveland TS19 8LT
Required to teach Chemistry to 'O' level and Combined Science to years 1 and 2.

SCALE 1 CRAFT, DESIGN AND TECHNOLOGY

Sacred Heart R. C. School (Roll 885), Derwent Road, Rodcar TS10 1BT. (Tel: Redcar 473221)
Application forms are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough Cleveland TS1 3BN (Tel: Middlesbrough 248155, ext. 3020/3021) and should be returned to Reverend D. Fitzgibbon, St. Anthony's Presbytery, Saltburn Road, Brotton, Saltburn, Cleveland.

SIXTH FORM COLLEGE

SCALE 1 BIOLOGY

St Mary's R.C. Sixth Form College (Roll 614) Selsengill Avenue, Middlesbrough Cleveland TS4 3JP.
(Tel: Middlesbrough 814880)
Required to teach to 'A' level

Financial assistance with household removal expenses is available in approved cases.
Application forms are obtainable from the Head Teachers/Principal, unless otherwise stated. Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees.
Completed application forms and letters of application should be submitted direct to the Head Teachers/Principal by not later than Wednesday, 1st July 1981, unless otherwise stated. TES075

WARWICKSHIRE

NEWBOLD GRANGE HIGH SCHOOL
Newbold-on-Avon, Rugby, CV21 1EH
(751 on roll, 12 - 16)

Required Autumn Term only, teacher of Chemistry to teach throughout the school to 'O' level.

Application form and further details available from the Head at the school (a.s.e. please). (14434) 070-80

WILTSHIRE

EDUCATION COMMITTEE
DOWNTON COUNTY SECONDARY SCHOOL
Salisbury SP5 3HA
900 pupils on roll

Required for September 1981 a TEACHER OF PHYSICS AND GENERAL SCIENCE From September 1st, 1981 until August 31st, 1985 when reorganisation takes place.

Apply to Headmaster for application form and further details regarding stamped addressed envelope. (14385) 070-80

Social Studies

Heads of Department

WARWICKSHIRE

BILTON HIGH SCHOOL
Lawford Lane, Bilton, Rugby
(921 on roll)

Required September 1981 Head of Social Studies. Scale 3. Experience of Mode 3 an advantage. Ability to teach History to CSE and 'O' level and willingness to teach some lower school English.

Apply to Head at the school (a.s.e. please) (14344) 071-80

Other Posts on Scale 2 and above

BROMLEY

LONDON BOROUGH OF
CAYNESBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR1 2SG

Required for September, 1981 a teacher of Sociology to take charge of the examination work at Advanced Level and C.S.E. Mode. Scale 2 allowance is available.

Please apply direct to Miss O. S. Merrick, M.A., the Headmistress at the school with full curriculum vitae, details, giving names and addresses of two referees. (17748) 071-83

OXFORDSHIRE

Wanted sixth form graduate teacher. See advertisement under Sixth form. Scale 2 posts. (14471)

Scale 1 Posts

SECONDARY OTHER THAN BY SUBJECT
continued

WALTHAM FOREST

LONDON BOROUGH OF
WEST INDIAN SUPPLEMENTARY SERVICE
Kirkdale Centre, Kirkdale Road, London E11 1HP
Primary and Secondary Teachers scale 2 See under Primary Scale 2. (156713) 075-80

WIRRAL
METROPOLITAN BOROUGH OF

OXTON ST. SAVIOUR'S C.E. COMBINED SCHOOL
Holm Lane, Oxton, Birkenhead
(5 - 12)

REQUIRED FOR 1st SEPTEMBER, 1981 SUITABLY QUALIFIED ASSISTANT TEACHER SCALE 1.

Ability to assist with Boys Games an advantage.

Apply to Headteacher as soon as possible giving full details of qualifications and interests, together with the names and addresses and telephone numbers of two referees. (114/81) 073-80

Sixth Form and Tertiary Colleges

Heads of Department

LEICESTERSHIRE

KING EDWARD VII UPPER
Burton Road, Melton Mowbray

In the Leicestershire Plan for the organisation of secondary education for 14 - 18
Roll 1518

DIRECTOR OF VI FORM STUDIES
Scale Four

Required August or January, successful candidate will have overall responsibility for a large and growing sixth form, particularly its curricular needs, and be a member of the school executive. Senior teacher post available for suitably qualified and experienced candidate. Previous applicants automatically considered.

Further details from the Head. Applications (including forms) with full particulars and names and addresses of two referees (E&S), (156757) 091-80

SURREY

EDUCATION COMMITTEE
REIGATE COLLEGE
(Tel: 23 Reigate)
HEAD OF ENGLISH. Scale 4 required January 1982 or earlier if possible.
For application (form, contact Head - Tel: Reigate 41119. (156971) 099-80

Other Posts on Scale 2 and above

OXFORDSHIRE
COUNTY COUNCIL

WANTAGE SIXTH FORM
Portway, Wantage, Oxfordshire
(N.O.R. 300+)

Required for 1st September 1981 a graduate teacher of Social Science (Survey Course) and Economics to O'CSE level, and to 'A' level for Sixth Form 'A' level students, with responsibility for course development. Some teaching outside school teaching and/or qualification in Psychology or Law an asset.

Scale 3 for suitable candidate. Wantage Sixth Form is the joint Sixth Form for the three 11-18 secondary schools attached to King Alfred's.

Write for further details and application form to the Headteacher S.A.E. please. (156977) 083-80

Scale 1 Posts

BERKSHIRE

3 Tutors, one ECONOMICS and one ACCOUNTS required - Residential Sixth Form College.
Write a/v/pos. Padworth Col., nr. Reading, Berks. (156976) 103-80

BURY

METROPOLITAN BOROUGH OF
TEACHING APPOINTMENTS
REC. SIXTH FORM COLLEGE
Parliament Street, Bury.
Required for September 1981, temporary teacher (scale 1) either principal subject available to advanced level.
Application forms and further details obtainable from and returnable to the Principal, The College by the 26th June, 1981. (156975) 103-80

CHESHIRE
EDUCATION COMMITTEE

SIR JOHN DEANE'S COLLEGE

MODERN LANGUAGES

Required for September, a temporary graduate Language teacher to teach French to 'A' level and to Lower Sixth level.

Application forms and further details obtainable from and returnable to the Principal.

A part time post is also available.

Apply in the Principal. (114/81) 105-80

EAST SUSSEX

COUNTY COUNCIL
BRIGHTON COLLEGE
BRIGHTON, BN2 0RG
SIXTH FORM COLLEGE
SCALE 3
ECONOMICS AND BUSINESS STUDIES
Required SEPTEMBER 1981 Full time teaching staff to cover a wide range of work in Economics and Business Studies. Scale 3 (£10,431 - £11,211) or Scale 2 (£8,607 - £9,387) depending on qualifications and experience.
Application forms and further details from the Principal, Brighton College, Eastern Road, Brighton BN2 0RG. Closing date 30th June, 1981. (156974) 105-80

HAMPSHIRE

HILL COLLEGE
Hill Lane, Southampton SO9 4QU
(16 - 19 Open Access: NOR 850)

Required for September Scale 1 or 2 - graduate teacher of Mathematics to share in full range of teaching in the subject, including A level. Ability to extend and develop Computer Studies courses an advantage.

Apply by letter with S.A.E. to Head with curriculum vitae and names of two educational referees by 26th June. (156921) 103-80

HAMPSHIRE

BARTON PEVERIL COLLEGE
Cedar Road, Eastleigh
Open Access VIth Form College
1000 pupils on roll

For September of January, Home Economics: Dress to 'A' level, Food and Nutrition to 'O' level First teaching appointments welcome.

Letter of application with full curriculum vitae, names and addresses of two referees and S.A.E. to Principal as soon as possible. (176131) 105-80

HAMPSHIRE

PRICE'S COLLEGE
Park Lane, Farnham
Sixth Form College - 1,000 students
Required September: (1) COLLEGE LIBRARIAN Scale 3. Some teaching - preferably English. (2) Graduate to teach BUSINESS STUDIES and ECONOMICS - Scale 1.
Send curriculum vitae, names/addresses of two referees and S.A.E. to Principal. (156953) 104-80

OXFORDSHIRE
COUNTY COUNCIL

KING JAMES'S COLLEGE OF HENLEY
Paradise Road,
Henley-on-Thames, Oxon RG9

MATHEMATICS GRADUATE for September 1981 to teach to A/S level. Ability to teach Statistics, and an interest in Computer Studies and experience to assist with rowing would be most useful.

Apply immediately to the Principal with c.v. and referees' names. (114/81) 103-80

RICHMOND UPON THAMES
LONDON BOROUGH OF

EDUCATION COMMITTEE
RICHMOND COLLEGE

LECTURER II and LECTURER I - Mathematics (Ref No. 0830)

LECTURER I
Mathematics with Numerary (Post No. 0931)

Applications are invited for the above posts available from 1st September, 1981.

One of these posts will have a bias towards mathematics for the Technician Education Council courses, one towards GCE 'O' and 'A' level work and one to cover remedial numeracy with students of low mathematical ability. It is, however, the practice to give all members of the mathematics team work throughout a wide spectrum, reaching from CSE, TEC Level 1, London O(16) to 'A' level and London GCE 'A' levels syllabuses B, C and D.

Salary Scales: Lecturer II £6,621 - £10,431; Lecturer I £8,034 - £8,469. Plus £282 Outer London Weighting Allowance per annum.

Further particulars and application forms, returnable within two weeks of the date of this advertisement, may be obtained from the Assistant Principal (Academic), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (Tel. No. 01-892 0256 Ext 47). (114/81) 103-80

SOLIHULL

EDUCATION COMMITTEE
SOLIHULL SIXTH FORM COLLEGE
Widney Manor Road, Solihull West Midlands, B91 1SU
Required for September, 1981, an ECONOMICS Scale 3 to join a large department teaching the subject to over 'A' level students. Candidates who could offer the subject with a Business Studies bias would be welcome to apply.
Applications to the Principal as soon as possible. (175928) 103-80

Appointments in Scotland

BORDERS
REGIONAL COUNCIL

Invite applications from the following:

EDUCATION
SECONDARY SCHOOLS
PROMOTED POST

PRINCIPAL TEACHER OF TECHNICAL SUBJECTS

EYEMOUTH HIGH SCHOOL
(Roll 870) Responsibility for Technical Subjects

Closing Date 26th June, 1981

Application Forms and further particulars may be obtained from the Personal Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education. (114/81) 104-80

EDINBURGH

ST MARY'S MUSIC SCHOOL
Manor Place, Edinburgh EH3

(03-225 1931)

Required for October 1981, a graduate Housemistress for the residential boarding house in the new purpose-built school in Edinburgh's West End. The post is pensionable, with generous salary provision. It will be open to girls in the age range 9 - 17.

Applications should be sent to the Headmistress from whom further details may be obtained. (111/81) 104-80

SCOTTISH APPOINTMENTS

Dumfries and Galloway
Regional Council
EDUCATION DEPARTMENT

TEACHERS

Applications are invited from suitably qualified registered Teachers for the undernoted posts:

SECONDARY
Principal Teacher of pupils with learning difficulties
Lockerbie Academy

Lockerbie Academy is a six year school with a roll of 1000 (approx.).

Applications are invited from experienced secondary trained teachers who have a genuine interest in pupils with learning difficulties. The specialist qualification in Remedial Education (Secondary) is not an essential requirement. Responsibility element of salary — £2214.

Other Post:
Teacher of Mathematics
Kirkcudbright Academy
Six year school with a roll of 600.

PRIMARY
Head Teacher
Canonbie Primary School, Langholm

Canonbie Primary is a three teacher unit serving the village of Canonbie on the A7 nine miles south of Langholm. Roll 66. Responsibility element of salary £1449.

Application form together with further information, may be obtained from the Director of Education, Education Offices, 30 Edinburgh Road, Dumfries, to whom completed forms should be returned by 6th July 1981.

TE80761/076

LOTHIAN REGIONAL COUNCIL
STEVENSON COLLEGE OF FURTHER EDUCATION

LECTURER A IN SOCIAL SERVICES (3 POSTS)
Salary on Scale: £6894-£11,127
required to teach on the Certificate in Social Services course (Forth Scheme).
Applicants should possess an appropriate degree or CQSW, CSS or other relevant qualification and have had Social Services and/or teaching experience.

SENIOR LETURER I IN ENGLISH AS A SECOND LANGUAGE
Salary on Scale: £7203-£10,038
required in the Department of Language Studies for:
(a) the development of a new course leading to the RSA Certificate in the teaching of English to adult immigrants
(b) liaison with ESL tutors throughout Lothian Regional and provision of an ESL curriculum support and resource service.
Applicants should hold a Degree (or equivalent) and an appropriate ESL qualification, and should have wide ESL teaching experience.

LECTURER B IN ELECTRONICS/SOFTWARE ENGINEERING
Salary on Scale: £6276-£8748
required in the Department of Business and Computer Studies to participate in the development and teaching of courses in the application of Microelectronic Technology. Applicants should possess either a degree or relevant professional qualifications. Ideally, the applicant should have a sound electronic hardware background. Courses offered will cover both hardware and software techniques for technicians in industry. Teaching and software experience is desirable but not essential.
Application forms and further particulars from The Registrar, Stevenson College of Further Education, Bankhead Avenue, Edinburgh, EH11 4DE.
TE80776/K183

Tayside Regional Council

EDUCATION DEPARTMENT
Glebe School, Scone
HEAD TEACHER

Responsibility allowance: £1866 plus additional payments under Paragraph 12(b), Paragraph 12(3)(b) and Serial Number 23(a) of the Scottish Teachers Salaries Modification.

Glebe School, located in the village of Scone on the outskirts of Perth, is a day and residential school for mentally handicapped pupils in the age range 5-16. The roll is 190 (82 in 10 (16 Primary, 24 Secondary). The residential staff consists of a matron, 4 Houly Officers and 6 relief Officers.

A schoolhouse is available.

Application forms, and full details, are obtainable from the Divisional Education Officer, 3 York Place, Perth PH2 8EW to whom they should be returned not later than Monday, 6th July 1981.

TEACHER POSTS

(A) ABERCRAITH HIGH SCHOOL – MATHEMATICS
(B) FORFAR ACADEMY – MATHEMATICS
(C) FAIRMUIR SPECIAL SCHOOL, DUNDEE – TEACHER OF GENERAL SUBJECTS
– TEACHER OF SCIENCE

Application forms and full details are obtainable, according to post annexations, from:
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF.
(B) Divisional Education Officer, Floor 6, Bellsquarry Centre, Dundee DD1 4BL.
Closing date for receipt of completed applications is Monday 6th July, 1981.
TE80778/E110

Special Education

Headships

DORSET

YEWSTOCK DAY SPECIAL
Sturminster Newton, Dorset
HEADTEACHER (Group 5S) - (130 places (ESN) 11m and 5 residential pupils 11 - 16+) required for January 1982.

For further details and application form to be returned by 9 July send foolscap sae to the Education Staffing Officer, County Hall, Dorchester DT1 1XJ. (114/81) 110-80

WARWICKSHIRE

BROOKE DAY SPECIAL SCHOOL
(E.S.N. (M))
Martens Drive, Rugby, CV22 7AE
APPOINTMENT OF HEAD
Applications are invited from suitably qualified and experienced teachers for the post of Head of the Group 4(B) School (48 on roll) with effect from 1st January 1982.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 3rd July, 1981. (114247) 110-80

Deputy Headships
Second Masters/ Mistresses

DURHAM

COUNTY COUNCIL
DEPUTY HEAD TEACHER
DARLINGTON CLEBS (E.S.N. (M))
Group 5(a).
Applications, forms returnable by 8th July 1981, and further details available from the Administrative Officer, Craig Lea, Uplands Road, Darlington, Durham, upon receipt of a stamped addressed foolscap envelope. (176915) 111-80

EAST SUSSEX

ST. ANNE'S SCHOOL
Upper Dicker, Hailsham, East Sussex. BN27 [illegible]
Required from January 1982, Deputy Head Teacher for this all-age ESN(M) school (Group 4(B)). Applications are invited from experienced and enthusiastic teachers with additional qualifications in Special Education.
Relocation grants available in approved cases.
Further details and application forms (S.a.e. please) from Acting Area Education Officer, Education Office, Eastbourne, Sussex, BN21 4TN, and returnable to the Headmaster by 3rd July. (114/81) 111-80

LEICESTERSHIRE

WESTERN PARK SCHOOL
Western Park, Leicester, LE3 6HX

Head: Mr. E. M. Gaff
Tel: 856229

DEPUTY HEAD - GROUP 5(S)

DEPUTY HEAD required January 1982 for this school for children 5 - 16 on roll. Details from the Head (S.A.E.).

Apply (no forms) with full particulars and names and addresses of two referees to the Head by 3rd July 1981. (114/81) 111-80

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
CHADDERTON SCHOOL
Dean Street, Failsworth.
Manchester M35 0HW
Required for January 1982: DEPUTY HEAD teacher for this Group 4 (a) all-age school for maladjusted pupils. A new purpose-built 80 place school plus hostel accommodation for 24 pupils is currently under construction and it is anticipated that the school will open in January 1982. A two-bedroom flat is provided at the premises. A teacher with interest and experience in 5 behavioural strategies to deal with problem pupils is sought. Additional training in Behaviour Modification would be an advantage.
Send s.a.e. for application form to Head at above address. Closing date 30th June, 1981. (114/81) 111-80

HERTFORDSHIRE

We require a flexible and creative teacher or Psychologist (E&S) to join a team working with pupils with learning difficulties in ordinary schools. The job is to support, advise and train mainstream colleagues in the least restrictive environment. Some withdrawal teaching will be involved.
The successful candidate will be responsible for organising and supervising overall responsibility for the interdisciplinary assessment of the above pupils.
Application forms (S.a.e. please) from the Director of Education, County Hall, Hertford SG13 8DF, to whom they should be returned by 3rd July 1981. Please quote reference ET/1. Interviews will be held on 15th July. Applicants will be informed of the progress of their application as soon as possible after the closing date.

HERTFORDSHIRE

We require a flexible and creative teacher or Psychologist (E&S) to join a team working with pupils with learning difficulties in ordinary schools. The job is to support, advise and train mainstream colleagues in the least restrictive environment. Some withdrawal teaching will be involved.
The successful candidate will be responsible for organising and supervising overall responsibility for the interdisciplinary assessment of the above pupils.
Application forms (S.a.e. please) from the Director of Education, County Hall, Hertford SG13 8DF, to whom they should be returned by 3rd July 1981. Please quote reference ET/2. Interviews will be held on 15th July. Applicants will be informed of the progress of their application as soon as possible after the closing date.

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

PERIPATETIC ABNORMAL PSYCHOLOGY TEACHER (ABP)

Applications are invited from suitably qualified teachers for the above post.
Salary: Burnham Scale 2, plus Special Class Allowance.
Further particulars and application forms on receipt of stamped addressed envelope to be returned to The County Education Officer, Room 135, County Hall, Northallerton DL7 8AG. (Tel: 0609 3123). (114/81) 112-80

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

TEACHER IN THE EDUCATION ASSESSMENT UNIT
Northfield School, York

Applications are invited from suitably qualified and experienced teachers for the above post.

Salary: Burnham Scale 2(S).

Further particulars and application forms on receipt of a stamped addressed envelope to be returned to The County Education Officer, Room 135, County Hall, Northallerton DL7 8AG. (Tel: 0609 3123). (114/81) 112-80

NORTHAMPTONSHIRE

NORTHAMPTONSHIRE EDUCATION SERVICE
HEARING-IMPAIRED

VERNON TERRACE LOWER SCHOOL
Northampton
Peripatetic Unit for Partially-Impaired Children.

Required from September 1981 a qualified Teacher of the Deaf for the Peripatetic Service of Cons. Area.

Application forms obtainable here and returnable to the Head of Service, 10 Headlands, Kettering, Northants, NN15 7HP. (s.a.e. please). (141/81) 113-80

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

PERIPATETIC ABNORMAL PSYCHOLOGY TEACHER (ABP)

Applications are invited from suitably qualified teachers for the above post.

Salary: Burnham Scale 2.

Further particulars and application forms on receipt of a stamped addressed envelope to be returned to The County Education Officer, Room 135, County Hall, Northallerton DL7 8AG. (Tel: 0609 3123). (114/81) 112-80

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT

SERVICE FOR THE HEARING-IMPAIRED

Applications are invited for the following posts in the expanding service:

1. HEAD OF HEARING IMPAIRED DEPARTMENT, BEVERLEY COMPREHENSIVE SCHOOL. Incentive Allowance. Scale 4 plus £ P.A.

Well qualified, enthusiastic and experienced teacher to lead the team dealing with pupils previously in severely handicapped units.

2. PERIPATETIC TEACHER, HULL - Salary Scale 3.

Experienced, well-qualified teacher to meet the needs of adolescents and pupils in the process of integration by hearing-impaired units. Duties will be extended into normal schools. Additional training in hearing aid technology will be given.

Both posts are with effect from September 1981 or 1st January 1982.

Application forms and further details from Director of Education, Education Offices, Cleveland House, Park Square, Hull HU1 3UA. Closing date 30th June, 1981. (114/81) 111-80

KIRKLEES

METROPOLITAN COUNCIL
NEWSOME GROVE (DELICATE) SCHOOL
Newsome Road, Dewsbury, West Yorkshire
(Roll 81 (a))

Required for September 1981 suitably qualified teacher to work with pupil with specific learning difficulties with good communication skills. An interest in music and speech and other technical assistance desirable.

The successful candidate will be responsible for organising and supervising the work of ancillary staff, and for the administrative procedures in connection with the assessment of pupils.

Application forms (S.a.e. please) from the Head, to whom completed forms must be returned by 30th June, 1981. Applicants will be informed of the progress of their application as soon as possible after the closing date.

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

PERIPATETIC ABNORMAL PSYCHOLOGY TEACHER (ABP)

Applications are invited from suitably qualified teachers for the above post.

Salary: Burnham Scale 2.

Further particulars and application forms on receipt of a stamped addressed envelope to be returned to The County Education Officer, Room 135, County Hall, Northallerton DL7 8AG. (Tel: 0609 3123). (114/81) 112-80

Other Posts on Scale 2 and above

ESSEX

THURROCK SECONDARY TUTORIAL UNIT
(Roll 50)
East Thurrock Road, Grays
Tel: Purfleet 3171
ASSISTANT TEACHER SCALE 2 (January 81)
This Unit for scholars with behavioural problems aims to diagnose and amend their behaviour with supportive therapy. Basic subjects are taught.
Curriculum vitae and names of two referees to the Headteacher (foolscap s.a.e. please). (114/81) 113-80

HAMPSHIRE

THE CEDAR SCHOOL
Redbridge Lane, Southampton SO1 9NW.
Required for January Scale 2(S) Teacher of Nursery/Assessment Department for this school for severely handicapped children, 2 - 5, to Head for further details by 26th June. (156930) 113-80

HAMPSHIRE

MANOR JUNIOR SCHOOL
Pennhill Road, Cove, Farnborough, Hampshire
Tel: Farnborough 41207
REMEDIAL TEACHER - previous applicants need not re-apply.
Required for January 1982 (or September 1981, if possible) Scale 2.
Teacher-in-Charge Cove Partially Hearing Unit attached to, but distant from Manor Junior and Infant Schools on the same site. Teaching of children with varying degrees of hearing loss.
Closing date:- 30th June 1981.
Application forms and further details obtainable from the Director of Education, Education Offices, Crossways, Aldershot Road, Farnborough. (156935) 113-80

HAMPSHIRE

COMPTON, ROSEMARY PORTAL SCHOOL
(On Roll 94, Group 5(S))
Teacher required for September 1981 at this purpose-built special school for E.S.N. (M) children in the Junior age range. Two classroom teaching units, some Home Economics facilities and a hydrotherapy pool. The successful candidate will be required to undertake some evening duties.
Salary Scale 2 plus £ per annum.
Further details and application forms from the Headteacher, Rosemary Portal School, Chesterton Lane, Compton, Winchester SO2 9AJ. (156924)

HARINGEY

LONDON BOROUGH OF
SCHOOL PSYCHOLOGICAL SERVICE
OPPORTUNITY CLASS TEACHER
Required for September 1981 or as soon as possible thereafter for a unique small group (maximum 10) of primary pupils (ages 7-11) with major behavioural difficulties. The pupils attend a normal school but the teacher will work in close liaison with the Educational Psychologist and Child Guidance Service. Salary on a Scale 2 or 3 pts. depending upon qualifications and experience.
For further details, contact Ivor Lloyd-Jones, Head of Remedial Dept. on 01-885 5151.
London Allowance £759 payable.
Applications are not invited in approved cases.
Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Office, 62 Station Road, West Green, London N15 5NP, to whom they should be returned by 1st July, 1981. (114/81) 114-80

HERTFORDSHIRE

We require a flexible and creative teacher or Psychologist (E&S) to join a team working with pupils with learning difficulties in ordinary schools. The job is to support, advise and train mainstream colleagues in the least restrictive environment. Some withdrawal teaching will be involved.
The successful candidate will be responsible for organising and supervising overall responsibility for the interdisciplinary assessment of the above pupils.
Application forms (S.a.e. please) from the Director of Education, County Hall, Hertford SG13 8DF, to whom they should be returned by 3rd July 1981. Please quote reference ET/3. Interviews will be held on 15th July. Applicants will be informed of the progress of their application as soon as possible after the closing date.

KIRKLEES

METROPOLITAN COUNCIL
NEWSOME GROVE (DELICATE) SCHOOL
Newsome Road, Dewsbury, West Yorkshire
(Roll 81 (a))

Required for September 1981 suitably qualified teacher to work with pupil with specific learning difficulties with good communication skills. An interest in music and speech and other technical assistance desirable.

The successful candidate will be responsible for organising and supervising the work of ancillary staff, and for the administrative procedures in connection with the assessment of pupils.

Application forms (S.a.e. please) from the Head, to whom completed forms must be returned by 30th June, 1981. Applicants will be informed of the progress of their application as soon as possible after the closing date.

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM EDUCATION DEPARTMENT
WINSTON GRANGE SCHOOL
Rotherham S65 3HJ
Required from 1st January, 1982. Two versatile and experienced class teachers for the general education of small groups of pupils.
(1) (a) TEACHER SCALE 3(a) Responsibility for Craft subjects.
(b) TEACHER SCALE 2 or 3 (S.S.A. With special interest in Physical Education and Games.
Winston Grange is a special school which takes boys and girls pupils from the local Comprehensive Schools who are temporarily behavioural and emotional difficulties. They are admitted to Winston Grange on a short-term basis and are gradually re-integrated into mainstream schooling.
Closing date: 24th July, 1981.
Applications by letter, giving full personal details and information on qualifications, experience and ancillary, together with the names and addresses of two referees, should be sent to the Director of Education, Education Officer, Rawmarsh Road, Rotherham S60 1TD, quoting B.W. Ellis, Director of Personnel Resources. (177671) 113-80

SUFFOLK

OAKWOOD SCHOOL
Oakhouse Road, Stowmarket
(Maladjusted Boys 7 - 16)

Teacher Scale 2(S), plus average of 15 hours, for Handicraft and Technical Drawing. Ability to help with other subjects desirable. Possibility of accommodation. Applicants must be male.

Further details and application forms may be obtained from the Headmaster, on receipt of a self addressed envelope to the return to the school as soon as possible. (149/81) 113-80

WALTHAM FOREST

LONDON BOROUGH
WHITEFIELD SCHOOL
MacDonald Road, London, E17 4AZ
Teacher for Department for Non-communicating Children (Primary) Group and S.E.N. (M) Division. See under Special Education Posts. (188711) 113-80

WEST SUSSEX

NORTHGATE FIRST & MIDDLE SCHOOL
Northgate, Crawley, Sx.

Required for January, 1982 - Qualified and experienced teacher of the Deaf to be Teacher-in-Charge of two class unit at above school, Scale 3 + 2 for suitably experienced applicant.

Application forms and further details from Area Education Officer, Goffs park House, Horsham Road, Crawley, Sussex. (177684) 113-80

Education Department
School Psychological Service

Peripatetic Remedial Teacher

Rushcliffe District

There will be a vacancy in September, 1981, for an experienced remedial teacher to join the district team based at the Area Education Office. The successful candidate will be required to help individuals and small groups of children with learning difficulties. The teacher will be a member of the School Psychological Service and will work under the general supervision of the Senior Educational Psychologist and in collaboration with the Inspector of Special Education.

The salary will be in accordance with Scale 2 of the current Burnham Report. Travelling expenses are payable at the County Council's casual car user rate. Closing date: 30th June, 1981.

Application forms and further details can be obtained from the Director of Education, (Ref: Sch. 16) County Hall, West Bridgford, Nottingham NG2 7QP.

TESF113

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

0000

SPECIAL SCHOOL

Head Teacher
(Group 6a)

RIEVAULX ESN (M) SCHOOL
Rievaulx Avenue, Billingham,
Cleveland TS23 2BH

Required for January, 1982, a suitably qualified and experienced teacher for this all-age ESN(M) school. The school incorporates a specialist unit for non-communicating children and is housed in purpose-built accommodation in a residential area adjacent to shops and sports facilities.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 3rd July, 1981.

TESF116

SPECIAL EDUC. SCALE 2
continued

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

TEACHER-IN-CHARGE OF TUITION FOR EBN(M) PUPILS

CARR COUNTY INFANTS SCHOOL
York

Applications are invited from suitably qualified and experienced teachers for the above post. The commencement date will be either 1 September 1981 or 1 January 1982.

Salary: Burnham Scale 2, plus Special Class Allowance.

Further particulars and application forms on receipt of a stamped addressed envelope to be returned to The County Education Officer, Room 135, County Hall, Northallerton DL7 8AG. (Tel: 0609 3123). (177716) 113-80

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

TEACHER IN THE EDUCATION ASSESSMENT UNIT
Northfield School, York

Applications are invited from suitably qualified and experienced trained teachers for the above post.

Salary: Burnham Scale 2(S).

Further particulars and application forms on receipt of a stamped addressed envelope to be returned to The County Education Officer, Room 135, County Hall, Northallerton DL7 8AG. (Tel: 0609 3123). (177716) 113-80

NORTHAMPTONSHIRE

NORTHAMPTONSHIRE EDUCATION SERVICE
HEARING-IMPAIRED

VERNON TERRACE LOWER SCHOOL
Northampton
Peripatetic Unit for Partially-Impaired Children.

Required from September 1981 a qualified Teacher of the Deaf for the Peripatetic Service of Cons. Area.

Application forms obtainable here and returnable to the Head of Service, 10 Headlands, Kettering, Northants, NN15 7HP. (s.a.e. please). (141/81) 113-80

WEST SUSSEX

NORTHGATE FIRST & MIDDLE SCHOOL
Northgate, Crawley, Sx.

Required for January, 1982 - Qualified and experienced teacher of the Deaf to be Teacher-in-Charge of two class unit at above school, Scale 3 + 2 for suitably experienced applicant.

Application forms and further details from Area Education Officer, Goffs park House, Horsham Road, Crawley, Sussex. (177684) 113-80

Scale 1 Posts

BEDFORDSHIRE

EDUCATION SERVICE
RYEMEAD DAY SCHOOL
RIDGEWAY SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
Hill Rise, Kempston, Bedford.

Required for September 1981, an enthusiastic teacher to take basic subjects with a small group of physically handicapped children within the age range 7 - 13 years, scale 1 plus special schools allowance.

An understanding of learning problems and an ability to do remedial work is an advantage, together with an interest in either Geography or History or R.E. Games and Athletics.

Further details and application forms available from the Headteachers, Ridgeway School, Hill Rise, Kempston, Bedford. Closing date: 3 July 1981. (114/56) 114-80

BRADFORD

CITY OF
METROPOLITAN DISTRICT COUNCIL
ST. ANNE'S GIRLS SCHOOL
670 Pupils
(Re-Advertisement)
Required for September 1981, for one year only, a temporary qualified teacher of the deaf to the Nursery Class of two teachers giving supportive lessons to 3 & 4 year old children in the 13 - 17 Comprehensive School. Until the normal hearing is fully integrated and some lipping, will be required. Please state subjects offered.
Further details may be obtained from Mr. Mastenbroek, Mrs. Marston, tel. Bradford 485341.
Application forms may be obtained from the Directorate Personnel Office, Fourth Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher, Balls Road, Bradford BD8 9PB or Mr. Sinkler Road, Bradford BD8 9PB by 3rd July 1981.
Tel: Bradford 41881. Reference ST. Mar/Eng/81. (114/80) 114-80

CAMBRIDGESHIRE

HUNTINGDON AREA SPRINGFIELDS EDUCATION CENTRE
Cromwell Walk, Huntingdon
Required from September or January, a Teacher with an intelligent sympathetic approach to work with a group of children aged 6 - 9. The children have severe learning problems and attend Springfields on long term assessment and remediation. (Scale 1B).
Application forms and further details from the Principal at the school (s.a.e. please). (175941) 114-80

CHESHIRE

BOYS' AND GIRLS WELFARE SOCIETY
ELSTERDALE SPECIAL SCHOOL
Elsterdale Hill, Cheadle, Cheshire
(Group 5(S) Boarding)
Required for September 1981 experienced staff complement we are seeking to employ full or part-time teachers trained and experienced in secondary education. Candidates should be able to offer science or art or religious education as well as general subjects.
Salary: Special Schools Grade 1, plus Special Schools allowance.
Application forms and full details from Mrs. Jones, Secretary, Boys' & Girls' Welfare Society, 7a Cheadle Road, Cheadle, Cheshire. Telephone: 061-428 5264/7/8. (175751) 114-80

DEVON

BRADFIELD HOUSE SCHOOL
Required for September 1981, in this purpose built school for emotionally maladjusted boys of secondary school age: Two Qualified Teachers of General Subjects. (Scale 1 + S.S.A. + F.S.D.A. (not exceeding 10 hours)).
Experience in teaching General Science /Environmental Studies would be an advantage.
For further details and application forms apply to the Headteacher, Bradfield House School, Willand, Nr. Cullompton, Devon. Tel: Cullompton 33433. Closing date 24th June. (187/80) 114-80

EAST SUSSEX

INNER LONDON EDUCATION AUTHORITY
ELSA Medical Education posts also appear in the ILEA block
ROYAL VALE (E.B.) (MAL)
Tollgate Road, Bexhill, E. Sussex TN39 3JH
Tel: (Bexhill) 212
(Roll 40)
Headmaster Mr.A.W. Lawrence
Vacancy from September 1981
Scale 1 + S.S.A.
(i) TEACHER REQUIRED to teach group of younger pupils in general basic subjects with Remedial bias and linguistic to continue a course in basic science throughout the school. Interest in outside activities also required.
(ii) TEACHER REQUIRED for 1 year to replace teacher on Second year, to teach general basic subjects to group of 12 - 14 yr. olds and take P.E. and games throughout the school.
Additional duties averaging 14 hrs. p.w. during term-time £1583 pa required at standard rate £114-80
Applicants accommodation available at standard rate £114-80 (114/65)

ESSEX

MARKET FIELD SCHOOL
School Road, Elmstead Market, Colchester
(Roll 80)
Tel: (STD 020 622) 3130
(Re-Advertisement)
Required 1 September 1981 or January 1982 Middle s.e.n. teacher. Scale 1; for applicant with relevant experience.
Application forms and further details from the Headteacher (S.a.e. please). (177680) 114-80

HAMPSHIRE

LANKHILLS SCHOOL
Andover Road, Winchester
Required from September or January 1982, boy/girl pupils, age range 11 - 18, a teacher to teach Science or some specific specialism to pupils referred to a class of 14 - 16 year olds.
The successful applicant must be prepared to offer extra-curricular duties up to a maximum of 15 hrs. per week.
Further particulars and application forms obtainable from the Headteacher, Telephone Winchester 65711 (188826) 114-80

HARINGEY

BOROUGH OF
TEACHING POST for September 1981
BLANCHE NEVILLE SCHOOL
Philip Lane, N15
Tel: 01-801 0899
Required for September, a teacher, preferably qualified to teach the Hearing Impaired, to teach a group of severely and profoundly deaf, infant aged children in a department situated in a primary school.
This post is of a temporary nature due to a teacher taking maternity leave.
London allowance £759 payable.
RE-ADVERTISEMENT
THE VALE SCHOOL
Vale Road, N.4.
Headtype: Mrs Hall. Tel.:no.
01-800 4782.
Teacher required to work in this all-age school for the physically handicapped.
Mainstream primary school experience would be particularly relevant and an interest in remedial teaching is desirable.
The successful applicant would be expected to work across the junior department and in the lower section of the secondary.
Applicants are invited to telephone the school.
London Allowance £759 payable. Removal expenses - 100% allowed in approved cases.
WILLIAM C. HARVEY (E.S.N.(S) SCHOOL
Adams Road, N.17.
A replacement is needed for a teacher on maternity leave to commence at the beginning of the autumn term, 1981. This person will be required to work with groups of E.S.N.(S). children throughout the entire age range 2 - 11 years in an art room setting. Interested applicants are invited to write to the Head teacher Mrs. M. Oates, Tel. 01-808 7120 to arrange a visit to the school.
London Allowance £759 payable.
For all above posts:-
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48-52 Station Road, West Green, London N.22 5TY to whom the forms should be returned by 1st July 1981. F114

HAVERING

LONDON BOROUGH OF
SPECIAL EDUCATION - SCALE 1 POSTS
(Ref. 0/81)
Applications are invited from suitably experienced teachers for Scale 1 posts in the Authority's ESN(M) Schools, as detailed below, for September 1981. (Previous applicants should contact the Personnel Officer to confirm their interest).
Applications forms and further details (s.a.e. please) from the Director of Education, Mercury House, Mercury Gardens, Romford, Essex RM1 3SL. Closing date for the receipt of this advertisement: 30th June, 1981. (176811) 114-80

HERTFORDSHIRE

COUNTY COUNCIL
NORTH DIVISION
RUGGETTS SCHOOL
Wadesmill, Ware, Nr Ware.
Tel: Ware 821043
The Junior department of this all age Special School for children with learning difficulties is organised within a specialist teaching model.
Temporary vacancies exist from September 1981 for 1 term only as follows:-
1. Reading
2. Numeracy.
Salary Burnham Scale 1 + Special Schools Allowance - London outer fringe.
Application forms from the school. (114/79) 114-80

HUMBERSIDE

EDUCATION COMMITTEE
SKERTON HIGH SCHOOL
CARNARVON ROAD
YORK YO3 7AT
Required for September 1981
TEACHER of Chiropody.
Required for September 1981 1 QUALIFIED TEACHER, for one term only, to take charge of a class of young children with learning difficulties in the 5 - 11 age Special School. The vacancy arises owing to the secondment of the class teacher to another post.
Application forms and further information obtainable from the Head Teacher, to whom they should be returned within 10 days of this advertisement. (114/81) 114-80

KIRKLEES

METROPOLITAN COUNCIL
HEATHTOPPE HALL SCHOOL
Bunker Lane, Scissett, Huddersfield
(Roll 60 Maladjusted 5 - 13)
(Ref. 7/81)
Required for September 1981, teacher SCALE 1 with responsib

SPECIAL EDUC. SCALE 1
continued

WALTHAM FOREST

LONDON BOROUGH OF
The Borough's centre is easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
WHITEFRIARS SCHOOL
Macdonald Road, London, E17 5AJ.
Head Teacher: Mr. P.R. Turner
SPECIAL
DEPARTMENT FOR
NON-COMMUNICATING
CHILDREN (Primary Taught)
Required for September 1981.
Teacher to work as a member of a team of 4 teachers supported by 4 general assistants catering for the slow learning children from the E.S.N. (M) Division of the school.
This large special school provides a structured programme of education for a wide variety of handicapped children in separate departments, in-service training is offered to all members of the multi-disciplinary staff. It is the Borough's present policy to create or secondment after a period of satisfactory service.
Salary: Scale 1 plus special schools allowance.
Scale 2(B) for suitably qualified and experienced teachers.
Application forms and further details available from the Headmaster at the school, on receipt of large s.a.e.
Closing date 3rd July 1981.
(18812) 114-80

WILTSHIRE

SPECIAL EDUCATION
RIVERSIDE SCHOOL UNIT
Salisbury, Wiltshire

An ASSISTANT TEACHER is required for January, 1982, for the School Unit managed by Social Services - Riverside Observation and Assessment Centre in Salisbury.
The Unit has its own classrooms in Riverside and there are a Teacher-in-Charge and two Assistant Teachers to provide educational assessment and temporary schooling for the 15 - 20 children of all ages catered for by the Centre at any time.
Relevant experience and/or training is essential. Ability and interest in practical education is highly desirable.
Salary - Scale 1 plus Special Schools Allowance.
Further details and an application forms (S.A.E. please) from the Chief Education Officer, County Hall, Trowbridge, Wilts. Closing date 6th July, 1981. (14488) 114-80

WORCESTER

WORCESTER COLLEGE FOR THE BLIND
RESIDENT HOUSEMOTHER
Required for this boarding school for 80 academically gifted blind and partially sighted boys, 11 - 16+.
We are seeking a warm dedicated person to become a resident member of the care team. The possession of relevant qualifications is desirable but not essential as advantage will be given to applicants who can relate well to pupils and staff.
The post starts from September 1981. Salary based on N.J.C. scales Gr. 4 - £4,647 to £5,067 p.a. less deduction for board and lodging. A non-contributory pension scheme.
Apply at once by letter to the Headmaster from whom full details are available. If Worcester College for the Blind, Whittington Road, Worcester, WR5 2JU. (19856) 114-80

Independent Schools

Headships

BATH

ROYAL SCHOOL
Applications are invited for the post of Headmistress/Headmaster which will be vacant in January, 1982, on the retirement of Miss Campbell.
The school is an independent boarding school with some 300 boarders and 190 day girls. Applicants must be University graduates communicant members of the Church of England, preferably over London Allowance.
Application forms and further information may be obtained from the Bursar, Northfields, Lansdown, Bath. (17850) 180-80

HAMPSHIRE

REQUIRED: September 1981, qualified, mature, experienced Teacher/Administrator, for successful, recognised Independent Day School, close to Hampshire Coast. 150 Boys 5 to 11 plus, who proceed by selective examination to Senior School. A lively community. Full details of the School is essential. In return, the post offers "job satisfaction"; prospects of advancement, pension, salary negotiable.
Applications in writing with C.V. and two references to Box 4146, The Times, WC1X 8EZ (14484) 180-80

Deputy Headships
Second Masters/ Mistresses

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton TW10 5HS. age 7 - 18. Senior Department 540
DEPUTY HEADSHIP
Applications are invited for the post of DEPUTY HEAD which on the appointment of the present holder in the Autumn of 1982 will become School GRADE A.
The post involves considerable responsibility for organisation and administration (timetabling, etc. with particular responsibility for the sixth form. A reduced number of teaching periods only is required.
Burnham Scale with London Allowance.
Letters of application, together with full curriculum vitae and the names of two referees, to the Headmistress as soon as possible. (17843) 181-80

SURREY

SURBITON HIGH SCHOOL
The Church Schools Co. Ltd.)
Surbiton Crescent, Kingston upon Thames.
Deputy Head required for January 1982 following the appointment of the present holder as Headmistress.
This is a Group 5, two-form entry school with approximately 500 girls on the roll of whom about 90 are in the Sixth Form and 130 in the Junior School.
The Deputy Head will be expected to share in teaching throughout the school.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (17928) 181-80

By Subject Classification

Classics

Heads of Department

SOMERSET

KING'S COLLEGE
Taunton
Somerset Division, Woodard Corporation)
Required for January 1982 Head of the Classics Department to teach Latin, Greek throughout the whole school. Ability to coach games and to help with Outdoor Activities would be an extra recommendation.
Salary will be in accordance with the Burnham Scale, plus special responsibility allowance. To the extent of bachelors free board and lodging are provided, in addition to salary.
Applications, together with full Curriculum Vitae and names and addresses of two referees to the Headmaster. (14482) 180-80

Deputy Headships
Second Masters/ Mistresses

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton TW10 5HS. age 7 - 18. Senior Department 540
DEPUTY HEADSHIP
Applications are invited for the post of DEPUTY HEAD which on the appointment of the present holder in the Autumn of 1982 will become School GRADE A.
The post involves considerable responsibility for organisation and administration (timetabling, etc. with particular responsibility for the sixth form. A reduced number of teaching periods only is required.
Burnham Scale with London Allowance.
Letters of application, together with full curriculum vitae and the names of two referees, to the Headmistress as soon as possible. (17843) 181-80

SURREY

SURBITON HIGH SCHOOL
The Church Schools Co. Ltd.)
Surbiton Crescent, Kingston upon Thames.
Deputy Head required for January 1982 following the appointment of the present holder as Headmistress.
This is a Group 5, two-form entry school with approximately 500 girls on the roll of whom about 90 are in the Sixth Form and 130 in the Junior School.
The Deputy Head will be expected to share in teaching throughout the school.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (17928) 181-80

By Subject Classification

Classics

Heads of Department

SOMERSET

KING'S COLLEGE
Taunton
Somerset Division, Woodard Corporation)
Required for January 1982 Head of the Classics Department to teach Latin, Greek throughout the whole school. Ability to coach games and to help with Outdoor Activities would be an extra recommendation.
Salary will be in accordance with the Burnham Scale, plus special responsibility allowance. To the extent of bachelors free board and lodging are provided, in addition to salary.
Applications, together with full Curriculum Vitae and names and addresses of two referees to the Headmaster. (14482) 180-80

Commercial Subjects

HERTFORDSHIRE

ROSARY PRIORY
INDEPENDENT HIGH SCHOOL
Elstree Road, Bushey, Watford, Herts.
To commence in September, part-time experienced teacher of Business Studies, Typewriting and Shorthand.
Applications giving curriculum vitae and the names and addresses of two referees should be sent to the Headmistress. (14063) 180-80

Domestic Subjects

CORNWALL

TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
(Independent Day and Boarding School, formerly Direct Grant)
CHURCH OF ENGLAND FOUNDATION
Home Economics Specialist required to start September 1981 to share in the teaching of Home Economics and Needlework throughout the school to O and A level. Burnham Scale 1 post.
Apply in writing giving details of training, experience and the names and addresses of two referees to the Headmistress, Truro High School, Falmouth Road, Truro. (18354) 128-80

SURREY

GROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 250 girls
Required for September, full-time qualified teacher to take Domestic Science (Food & Nutrition), to organise the department and teach the subject up to 'A' level. Burnham Scale 1 according to experience. Outer London Weighting.
Apply immediately to the Headmistress, Croham Hurst School, 76 Croham Road, South Croydon, CR2 7YN. Full curriculum vitae, testimonials and names of referees, or telephone in the first instance, 01-680 3064. (14053) 128-80

Economics

RUTLAND

UPPINGHAM SCHOOL
Required in September for one year, graduate to teach Economics to the Sixth Form.
Applications, which should state subjects offered to the Headmaster, Uppingham School, Uppingham, Oakham, Rutland LE15 9QE, as soon as possible. (18875) 139-80

SURREY

Young BUSINESS STUDIES TEACHER required for G.C.E. 'O' and 'A' level ECONOMICS, COMMERCE (and possibly Accounting) courses, commencing September 1981. Burnham Scale 1. Initial appointment for one year. Residential accommodation with reduced duties.
Salary: £6,000 per annum depending on age and experience. Superannuation.
Apply: The Principal, Hartwood House, Hartwood, Nr. Woking, Surrey. (00090) 139-80

KENT

BEDGEBURY SCHOOL
Required for September, 1981: a fully qualified and preferably experienced, English teacher with ability to offer Drama would be welcomed; a male history graduate willingness to be involved in extra curricular activities would be welcomed.
For further details both about the post and the school (to which parents apply to the Headmaster to see) write to the Headmaster. Letters of application should be addressed as soon as possible to the Headmaster, stating the appointment of the current teacher to a headship, the teaching subjects, the initial salary and qualifications. Bedgebury School, Goudhurst, Kent. (00090) 241691/ 119196 130-80

OLDHAM

THE HULME GRAMMAR SCHOOL
A graduate required for September to teach English, throughout the school up to 'A' level. Salary according to qualifications and experience.
Applications with the names of two referees to the Headmaster, from whom further details and application form may be obtained. (15894) 180-80

NORWICH

NORWICH SCHOOL
NMC - 700 boys
Graduate English teacher required from January or September 1982 to teach ENGLISH at all levels with some junior Latin.
Help with sporting and other activities desirable. Salary: Burnham according to qualifications and experience.
Applicants should write to the Head Master, Norwich School, The Close, Norwich. NR1 4DQ, giving curriculum vitae and the names of two referees. Previous applicants need not re-apply. (17855) 130-80

Geography

KENT

THE SACRED HEART SCHOOL
Beechwood, Pembury Road,
Tunbridge Wells, TN4 8DD
(High Independent School for Girls 11 - 18
REQUIRED SEPTEMBER
Geography Graduate to teach the subject throughout the school to O and A-level. Full-time preferred, but part-time considered. Post could be combined with residential pastoral work.
Apply with the names of two referees to the Headmistress. (14218) 131-80

LONDON

Part Time Geography graduate required to teach only to Sixth Form Repties, in writing, to The Principal, Queen's College, 49 Harley Street, London WC1N 2BT (14405) 131-80

SOMERSET

Young person to teach Geography up to 'O' and some junior science, plus ability to assist with coaching Rugby and other games.
Apply: The Principal, St. Dunstan's School, Burnham-on-Sea. (18855) 131-80

History

Heads of Department

LONDON

DULWICH COLLEGE
London SE21 7LD
Required for January 1982, a Head of the History Department. A large proportion of the teaching will be at Sixth Form level. An Open Scholarship levels. As a Head of Sixth Form, successful applicant will be closely involved in the whole academic life of the school, in planning for its future and in the welfare and guidance of pupils on his side. Dulwich has its own history and will

NORWICH

NORWICH SCHOOL
NMC - 700 boys
Graduate English teacher required from January or September 1982 to teach ENGLISH at all levels with some junior Latin.
Help with sporting and other activities desirable. Salary: Burnham according to qualifications and experience.
Applicants should write to the Head Master, Norwich School, The Close, Norwich. NR1 4DQ, giving curriculum vitae and the names of two referees. Previous applicants need not re-apply. (17855) 130-80

SHREWSBURY

SHREWSBURY SCHOOL
Graduate Mathematician required at Shrewsbury School in January 1982. Must be willing to teach up to A-Level and ideally Scholarship level.
Write to The Headmaster, Shrewsbury School, The Schools, Shrewsbury SY3 7BA with curriculum vitae and giving names of two referees. (17159) 133-80

SUFFOLK

MATHEMATICIAN WANTED
to teach part-time from September 1981.
Applications, with full curriculum vitae and names of referees, plus 'phone numbers of 2 referees to be sent as soon as possible to Mr. A.S.E., To The Headmistress, Felix House, Gallows Hill, Felixstowe, Suffolk, IP11 7HS. (14438) 133-80

SURREY

MATHEMATICS TEACHER
Required for G.C.E. 'O' and 'A' level, to private recognised Preparatory Establishment.
Salary will depend on age and experience. Position can be combined with Boarding Duties, residential, non-residential, non-resident. Would be required to share in games. Would suit young person.
Apply, The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (14218) 133-80

SUSSEX

BATTLE ABBEY SCHOOL
MATHEMATICS GRADUATE required for September 1981 in girls' Public Boarding School to teach Mathematics to 'O' and 'A' Level.
Apply: Miss Sussex, Battle Abbey School, Battle. Applications giving curriculum vitae and names of two referees. (14148) 133-80

Mathematics

Heads of Department

WOLVERHAMPTON

ROYAL WOLVERHAMPTON SCHOOL
Head of Mathematics Scale 3.
A key member of staff is required for September or January to help implement major development up to Certificate level. An outstanding opportunity would be offered the Sixth Form. Housemastership or Housemistress appropriate Allowance and accommodation could be offered with a suitable candidate. Applications with full details of qualifications and experience to the Headmaster, Royal Wolverhampton School, Penn Road, Wolverhampton, WV3 0EG. (17855) 139-80

Other Assistants

CANTERBURY

ST EDMUND'S SCHOOL
Required for September (or January) graduate to teach HISTORY to all levels in the school and to help with the teaching of English or French or Divinity, the ability to coach in Rugby and Athletics and special recommendation, though not essential.
Apply with full curriculum vitae and the names and addresses of two referees to The Headmaster, St. Edmund's School, Canterbury, CT4 6HD. (17460) 132-80

ESSEX

BRENTWOOD SCHOOL
Required September, 1981: GRADUATE to teach HISTORY up to 'A' level and ANCIENT AND AMERICAN POLITICS. Ability to teach American History at Sixth Form level. Ability to coach Soccer, Cricket, Hockey or Rowing would be an asset. Burnham Salary Scale.
Apply in writing with curriculum vitae and addresses of two referees to Dr. G.B. Hanson, Brentwood School, Essex, CM15 8AS. (18093) 132-80

LONDON, SE23

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22
Required for September 1981: Assistant teacher to work in the Department of History throughout the school to Advanced level, with an entrance level.
Apply: James Allen's Girls' School Salary Scale (Burnham plus Inner London Addition (Central Government) Superannuation.
Interviews will take place in the week of 5th June. (17870)
Apply with copies of testimonials and the names of two referees to the Head Mistress at the above. (14314) 132-80

Mathematics

Heads of Department

WOLVERHAMPTON

ROYAL WOLVERHAMPTON SCHOOL
Head of Mathematics Scale 3.
A key member of staff is required for September or January to help implement major development up to Certificate level. An outstanding opportunity would be offered the Sixth Form. Housemastership or Housemistress appropriate Allowance and accommodation could be offered with a suitable candidate. Applications with full details of qualifications and experience to the Headmaster, Royal Wolverhampton School, Penn Road, Wolverhampton, WV3 0EG. (17855) 139-80

OLDHAM

THE HULME GRAMMAR SCHOOL
A graduate required for September to teach English, throughout the school up to 'A' levels. Salary according to qualifications and experience.
Applications with the names of two referees to the Headmaster, from whom further details and application form may be obtained. (15894) 180-80

Other Assistants

HERTFORDSHIRE

ALDENHAM SCHOOL
(HMC 350 boys: Sixth Form Girls)
Required September, 1981 graduate to teach MATHEMATICS throughout the school. Candidates must be willing to contribute to extra curricular activities and the School's corporate life generally.
Applications with names and addresses of two referees to the Headmaster, Aldenham School, Elstree, Herts WD6 3AJ. (18173) 133-80

KENT

ST. MARY'S CONVENT
Ramsgate Road, Folkestone
R.C. Independent 280 girls 11 - 18
Required from 1 September 1981 Graduate to teach Mathematics 'O' and 'A' level. Knowledge of Computing an advantage.
Burnham Scale 1 post.
Apply to the Headmistress With curriculum vitae and names, and addresses of two referees. (18647)

LIVERPOOL

MERCHANT TAYLORS' SCHOOL
CROSBY, LIVERPOOL L23 0QP
(HMC; Independent/Direct Grant; 820 13 Sixth Form)
Required for September 1981 or January 1982, a Full time to teach Mathematics to A-Level. Willingness to help extra-curricular activities expected. Strong department of specialists.
Applications with curriculum vitae and names of two referees should be sent to the Headmaster as soon as possible. A Scale 2 post is available for a suitable candidate. (16933) 133-80

LONDON N16

OUR LADY'S CONVENT HIGH SCHOOL
6 - 16 Amhurst Park, London N16 5AJ
(V.A., 540 girls, R.C.)
Required September, 1981 for this three form entry non selective school, teacher of Mathematics to 'O' level and General Science in the Junior School. Full or part-time applicants considered.
Applications in writing with brief Headmistress quoting two referees (15768) 135-80

NORWICH

NORWICH SCHOOL
NMC - 700 boys
Required for January or September 1982, Graduate Mathematician to teach the subject up to 'A' level with a proportion of Scholarship work. M.E.P. courses in Elementary and Additional Mathematics to 'O' level; large VIth form scope helping with Computer Studies and M.E.I. courses. A willingness to help with games and other activities desirable.
Salary: Burnham according to qualifications and experience.
Applicants should write to the Head Master, Norwich School, The Close, Norwich. NR1 4DQ, giving curriculum vitae and the names of two referees. Previous applicants need not re-apply. (17855) 130-80

SHREWSBURY

SHREWSBURY SCHOOL
Graduate Mathematician required at Shrewsbury School in January 1982. Must be willing to teach up to A-Level and ideally Scholarship level.
Write to The Headmaster, Shrewsbury School, The Schools, Shrewsbury SY3 7BA with curriculum vitae and giving names of two referees. (17159) 133-80

SUFFOLK

MATHEMATICIAN WANTED
to teach part-time from September 1981.
Applications, with full curriculum vitae and names of referees, plus 'phone numbers of 2 referees to be sent as soon as possible to Mr. A.S.E., To The Headmistress, Felix House, Gallows Hill, Felixstowe, Suffolk, IP11 7HS. (14438) 133-80

SURREY

MATHEMATICS TEACHER
Required for G.C.E. 'O' and 'A' level, to private recognised Preparatory Establishment.
Salary will depend on age and experience. Position can be combined with Boarding Duties, residential, non-residential, non-resident. Would be required to share in games. Would suit young person.
Apply, The Principal, Hurtwood House, Holmbury St. Mary, Dorking, Surrey. (14218) 133-80

SUSSEX

BATTLE ABBEY SCHOOL
MATHEMATICS GRADUATE required for September 1981 in girls' Public Boarding School to teach Mathematics to 'O' and 'A' Level.
Apply: Miss Sussex, Battle Abbey School, Battle. Applications giving curriculum vitae and names of two referees. (14148) 133-80

Modern Languages

BEDFORD

BEDFORD LOWER SCHOOL
Required for September, 1981 - 18 plus sex group. Some Upper School work would also be available for a suitable candidate. Ability to help with games/extra-curricular activities would be an additional advantage.
Bedford School Salary Scale.
Further details may be obtained from the Headmaster, Bedford Lower School, Bedford, MK40 2TU, to whom application should be sent with full particulars of qualifications and experience and the names of two referees. (17861) 134-80

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(Boarding and day school for Boys and girls
September, 1981: Graduate/ part-time (approximately half time) French teacher up to 'O' Level. Fluency in German desirable.
Apply in writing to the Headmaster.

Other Assistants

HERTFORDSHIRE

ALDENHAM SCHOOL
(HMC 350 boys: Sixth Form Girls)
Required September, 1981 graduate to teach MATHEMATICS throughout the school. Candidates must be willing to contribute to extra curricular activities and the School's corporate life generally.
Applications with names and addresses of two referees to the Headmaster, Aldenham School, Elstree, Herts WD6 3AJ. (18173) 133-80

KENT

ST. MARY'S CONVENT
Ramsgate Road, Folkestone
R.C. Independent 280 girls 11 - 18
Required from 1 September 1981 Graduate to teach Mathematics 'O' and 'A' level. Knowledge of Computing an advantage.
Burnham Scale 1 post.
Apply to the Headmistress With curriculum vitae and names, and addresses of two referees. (18647)

LIVERPOOL

MERCHANT TAYLORS' SCHOOL
CROSBY, LIVERPOOL L23 0QP
(HMC; Independent/Direct Grant; 820 13 Sixth Form)
Required for September 1981 or January 1982, a Full time to teach Mathematics to A-Level. Willingness to help extra-curricular activities expected. Strong department of specialists.
Applications with curriculum vitae and names of two referees should be sent to the Headmaster as soon as possible. A Scale 2 post is available for a suitable candidate. (16933) 133-80

LONDON N16

OUR LADY'S CONVENT HIGH SCHOOL
6 - 16 Amhurst Park, London N16 5AJ
(V.A., 540 girls, R.C.)
Required September, 1981 for this three form entry non selective school, teacher of Mathematics to 'O' level and General Science in the Junior School. Full or part-time applicants considered.
Applications in writing with brief details of qualifications and experience and the names of two referees. (15768) 135-80

NORTH WALES

HOWELL'S SCHOOL
DENBIGH, CLWYD LL16 3EN
Required in January 1982, a well-qualified graduate teacher of Mathematics to take responsibility for A-level work and to contribute to the school life and Games activities. The successful applicant will be expected to play a full part in the teaching of Mathematics throughout the school and to take a full part in the games programme. Fluency in Welsh is desirable but not essential.
Salary will be in accordance with the Burnham Scale 1. Inner London Allowance. Superannuation.
Applications in writing with telephone number to the Headmistress giving full details and names of two referees. (14060) 135-80

LONDON

CITY OF LONDON SCHOOL
Required for January 1982 a graduate teacher in the Modern Languages Department to teach FRENCH and GERMAN to pupils from 11+ to senior sixth with good honours degree in modern languages preferable but not essential.
Further details of the post, which can be shared between two people, will be equivalent to Scale 2, 3 or 4 depending on experience, can be obtained from the Headmaster, City of London School, Victoria Embankment, London EC4Y 0DJ, to whom application should be made with curriculum vitae and the names of two referees. (18474) 134-80

MANCHESTER

THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required for January 1982, Fully qualified graduate to teach FRENCH at all levels throughout the School, with the ability to personally German. An interest in out-of-school activities would be an added qualification. The School has a non-contributory pension scheme.
Applications, with full curriculum vitae and names of at least two referees, should be addressed to the Rt. Rev. Malcolm Ranson, Chairman of Governors.
CANDIDATES should not be approached at present by employers without their permission. (17880) 134-80

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton TW10 5HS
(540 girls Senior Department)
HONOURS GRADUATE required for September 1981 to teach GERMAN throughout the school to 'A' level. Ability to assist with the extra-curricular activities expected. Strong department of specialists.
Applications with full curriculum vitae and names of two referees to the Headmistress, Felix House, Gallows Hill, Felixstowe, Suffolk, IP11 7HS. (14438) 133-80

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT13 9DB
Independent school for boys mainly Catholic 11 - 18, 500 boys and 300 girls in the Sixth Form.
Required for September 1981 or January 1982 graduate to teach FRENCH to 'A' level and General Subjects to 'O' level. Full or part-time applicants considered.
Accommodation available.
Apply in writing to The Headmaster, Chigwell School, Essex 8 with c.v. and names and addresses of two referees. (14317) 135-80

NORTH WALES

HOWELL'S SCHOOL
DENBIGH, CLWYD LL16 3EN
Required in January 1982, a well-qualified graduate teacher of Mathematics to take responsibility for A-level work and to contribute to the school life and Games activities. The successful applicant will be expected to play a full part in the teaching of Mathematics throughout the school and to take a full part in the games programme. Fluency in Welsh is desirable but not essential.
Salary will be in accordance with the Burnham Scale 1. Inner London Allowance. Superannuation.
Applications in writing with telephone number to the Headmistress giving full details and names of two referees. (14060) 135-80

SOMERSET

KING'S COLLEGE, TAUNTON & KING'S COLLEGE JUNIOR SCHOOL
Taunton
(Woodard Corporation)
Required September 1981, a graduate teacher of Mathematics to work up to 'A' level and some Computer Studies. The post will include games and there is also the possibility to play the organ and to be a Chapel Clerk.
Salary: Burnham. Assistance with London Weighting may be available.
Accommodation may be available at a reduced rent.
Applications to the Headmaster as soon as possible, giving full details and names, addresses and telephone numbers of two referees. (17118) 135-80

SURREY

CRANLEIGH SCHOOL
Cranleigh, Surrey GU6 8QQ
(Independent Boarding School for Boys and Girls)
Required September 1981 or January 1982 graduate in Mathematics to teach to 'O' and 'A' level. Ability to coach games/athletics would be an advantage.
Salary: Burnham Scale 1 plus Inner London Allowance.
Apply to the Headmaster, Cranleigh School, Surrey GU6 8QQ. (17870) 135-80

SUSSEX

Required September 1981 qualified French teacher to work in a forward bound Government progressive school.
Apply with C.V. to Headmaster, Ravenna School, Ashurst. (17854) 137-80

Music

Heads of Department

PERTHSHIRE

STRATHALLAN SCHOOL
Director of Music required for September 1982. Full particulars of this important post will be sent on application to the Headmaster. Strathallan School, Forgandenny, Perth, PH2 9EG. (17861) 134-80

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
(Boarding and day school for Boys and girls
September, 1981: Graduate/ part-time (approximately half time) Music teacher up to 'O' Level. Piano and guitar. Ability to play the Recorder.
Apply in writing to the Headmaster.

CAMBRIDGE

THE LEYS SCHOOL
(600 boys)
Required for January 1982, a graduate (French and German) in Music to share in the teaching of languages throughout the school (age range 11 to 16). The post is particularly suitable for a musician with two or three years' experience, or a first appointment for a bachelor. House Tutorship may be available for a married man. Applications with curriculum vitae and names of two referees to the Headmaster, The Leys School, Cambridge CB2 2AD. (17543) 134-80

DERBYSHIRE

REPTON SCHOOL
(MODERN LANGUAGES)
(Independent Boarding (B.M.C.) 13 boys and 400 girls)
There will be a vacancy for September 1981 for a graduate able to teach FRENCH and GERMAN to University entrance level. Large sixth form with outstanding record. Own sailing centre, rowing, cricket, soccer, hockey, tennis, squash, golf, etc. Good accommodation available. Salary according to Burnham Scale. Apply to the Headmaster, Repton School, Derby DE65 6FH, as soon as possible. (18841) 132-80

ESSEX

CHIGWELL SCHOOL
Chigwell IG7 6QF
FRENCH
Master or Mistress required from September 1981 to teach FRENCH throughout the School to 'O' and 'A' Level. Ability to coach games and take part in extra-curricular activities essential.
Accommodation available.
Apply in writing to The Headmaster, Chigwell School, Essex 8 with c.v. and names and addresses of two referees. (14317) 135-80

LONDON S.W.1

MORE HOUSE SCHOOL
24 Pont Street, S.W.1
(Girls' Independent School
230 girls 11 - 18)
Required for September, graduate teacher of Modern Languages to teach French and Spanish to small classes. Three days a week. Burnham Scale 1. Inner London Allowance. Superannuation.
Applications in writing with telephone number to the Headmistress giving full details and names of two referees. (14060) 135-80

LONDON

CITY OF LONDON SCHOOL
Required for January 1982, graduate teacher in the Modern Languages Department to teach FRENCH and GERMAN to pupils from 11+ to senior sixth with good honours degree in modern languages preferable but not essential.
Further details of the post, which can be shared between two people, will be equivalent to Scale 2, 3 or 4 depending on experience, can be obtained from the Headmaster, City of London School, Victoria Embankment, London EC4Y 0DJ, to whom application should be made with curriculum vitae and the names of two referees. (18474) 134-80

MANCHESTER

THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required for January 1982, Fully qualified graduate to teach FRENCH at all levels throughout the School, with the ability to personally German. An interest in out-of-school activities would be an added qualification. The School has a non-contributory pension scheme.
Applications, with full curriculum vitae and names of at least two referees, should be addressed to the Rt. Rev. Malcolm Ranson, Chairman of Governors.
CANDIDATES should not be approached at present by employers without their permission. (17880) 134-80

MIDDLESEX

THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton TW10 5HS
(540 girls Senior Department)
HONOURS GRADUATE required for September 1981 to teach GERMAN throughout the School to 'A' level. Ability to assist with the extra-curricular activities expected. Strong department of specialists.
Applications with full curriculum vitae and names of two referees to the Headmistress, Felix House, Gallows Hill, Felixstowe, Suffolk, IP11 7HS. (14438) 133-80

SURREY

ST. GEORGE'S COLLEGE
Weybridge KT13 9DB
Independent School for boys mainly Catholic 11 - 18, 500 boys and 300 girls in the Sixth Form.
Required for September 1981 or January 1982 graduate to teach FRENCH to 'A' level and General Subjects to 'O' level. Full or part-time applicants considered.
Accommodation available.
Apply in writing to the Headmaster, Chigwell School, Essex 8 with c.v. and names and addresses of two referees. (14317) 135-80

NORTH WALES

HOWELL'S SCHOOL
DENBIGH, CLWYD LL16 3EN
Required in January 1982, a well-qualified graduate teacher of Mathematics to take responsibility for A-level work and to contribute to the school life and Games activities. The successful applicant will be expected to play a full part in the teaching of Mathematics throughout the school and to take a full part in the games programme. Fluency in Welsh is desirable but not essential.
Salary will be in accordance with the Burnham Scale 1. Inner London Allowance. Superannuation.
Applications in writing with telephone number to the Headmistress giving full details and names of two referees. (14060) 135-80

SOMERSET

KING'S COLLEGE, TAUNTON & KING'S COLLEGE JUNIOR SCHOOL
Taunton
(Woodard Corporation)
Required September 1981, a graduate teacher of Mathematics to work up to 'A' level and some Computer Studies. The post will include games and there is also the possibility to play the organ and to be a Chapel Clerk.
Salary: Burnham. Assistance with London Weighting may be available.
Accommodation may be available at a reduced rent.
Applications to the Headmaster as soon as possible, giving full details and names, addresses and telephone numbers of two referees. (17118) 135-80

LONDON

Urgent right reading education/ assistant for blind herpsichordist and singer. Accommodation if necessary. Start Autumn recitals.
Phone 01-969 3466 (answerphone) or 969 0066. (14807) 135-80

Pastoral

WILTSHIRE

ST MARY'S SCHOOL
Calne
Required in September 1981 Housemistress for girls aged 11 - 13 years. There is a possibility that this post could be combined with a part-time teaching appointment. Applications from graduates with experience of pastoral work and/or teaching experience of children in this age range would be welcomed. Resident accommodation.
Apply with names of two referees to the Headmistress. (16853) 135-80

ESSEX

CHIGWELL SCHOOL
Chigwell IG7 6QF
Required September 1981 or January 1982 graduate to teach FRENCH to 'A' level and General Subjects to 'O' level. Full or part-time applicants considered.
Accommodation available.
Apply in writing to The Headmaster, Chigwell School, Essex 8 with c.v. and names and addresses of two referees. (14317) 135-80

NORTH WALES

HOWELL'S SCHOOL
DENBIGH, CLWYD LL16 3EN
Required in January 1982, a well-qualified graduate teacher of Mathematics to take responsibility for A-level work and to contribute to the school life and Games activities. The successful applicant will be expected to play a full part in the teaching of Mathematics throughout the school and to take a full part in the games programme. Fluency in Welsh is desirable but not essential.
Salary will be in accordance with the Burnham Scale 1. Inner London Allowance. Superannuation.
Applications in writing with telephone number to the Headmistress giving full details and names of two referees. (14060) 135-80

LINCOLNSHIRE

HOLT EDUCATIONAL TRUST.
(Educational Independent school)
Required September 1981 Assistant Mistress for girls boarding House. Ability to help with games and activities. Resident accommodation available.
Apply to matron in girls games and activities essential.
Holt Junior School, Pleasant accommodation.
Apply to Headmaster with curriculum vitae and names of two referees. (18931) 135-80

MIDDLESEX

HAMPTON COLLEGE
Hanworth Road, Hampton
Boarding School
September, 1981 Resident Housemistress required, in the first instance for a single or married person without children. Duties will be mainly pastoral but will include some teaching (full-time or part-time) of Mathematics to 11 - 13 year olds. Salary will be in accordance with the Burnham Scale for Assistant Teachers. Resident accommodation will be provided free of charge.
Apply in writing to the Bursar, Hampton College, Hanworth Road, Hampton, Middlesex TW12 3HD. (18964) 135-80

SUFFOLK

CLIFFORD SCHOOL
Hall St, Edmunds, Suffolk
(Co-educational, 8 - 18 yrs. 200 pupils)
Required for September 1981, a graduate teacher who would like to work in a small school where the post will include games and the chance to play the organ and be a Chapel Clerk. The post will include games and there is also the possibility to play the organ and to be a Chapel Clerk.
Salary: Burnham. Assistance with London Weighting may be available.
Accommodation may be available at a reduced rent.
Applications to the Headmaster as soon as possible, giving full details and names, addresses and telephone numbers of two referees. (17118) 135-80

SUSSEX

Required September 1981 qualified French teacher to work in a forward bound Government progressive school.
Apply with C.V. to Headmaster, Ravenna School, Ashurst. (17854) 137-80

Physical Education

LONDON NW1

THE INTERNATIONAL SCHOOL OF LONDON
Marlborough Road, London N.W.
Required for September 1981 P.E. Teacher, particular interest in football and basket ball.
Applications in writing with curriculum vitae and names of two referees to the Headmaster for the above address. (14969)

NORTH YORKSHIRE

AYTON SCHOOL
(Readvertisement)
Co-educational day and boarding school of 280 pupils under the care of Burnham Seamen's Meeting of the Society of Friends)
Required for September 1981 a qualified person to teach Girls' PHYSICAL EDUCATION throughout the school. Burnham Scale 1 or 2 depending on training, qualifications, plus allowance for the residential post. Person appointed required to live in junior girls' hall of residence.
Applications giving curriculum vitae, together with names, addresses and telephone numbers of two referees, to the Headmaster Ayton School, also registered Middlesbrough 289 ASN. (14332) 136-80

SUSSEX

MICHAEL HALL SCHOOL
Forest Row, Sussex
Resident sports/gymnastics teacher from September 1st, 1981 to Rudolf Steiner education. Curative training also required.
Apply The Chairman (16813). Tel. 0342 822275 136-80

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Burwash, Nr. Etchford, Sussex, TN19 7HT
Tel. (0435) 882309
(Independent Boarding School for Boys)
Required for September, 1981, a graduate to teach Biology with Junior Physics/Chemistry; non-resident.
A real interest is needed in the whole background of school life - games/extra-curricular activities. Burnham Scale.
Apply in writing to the Headmaster giving full curriculum vitae and the names of two referees. (15860) 136-80

HARROW

Wanted for September, N.W.Lon. don, female to teach Physics & Chemistry to 'O' level.
Applications to two references to Box No. 7884139 The Times WC1X 8EZ. (16690) 135-80

HEREFORD

HEREFORD CATHEDRAL SCHOOL
Young graduate required to share in the teaching of GEOGRAPHY at all levels, September or January.
Details from The Headmaster (Mr. Christopher Hall, M.A.) (Hereford (0432) 3787. (14934) 135-80

KENT

ST. LAWRENCE COLLEGE
Ramsgate, Kent
(Independent R.M.C. boarding and day, 370 pupils 11 - 18)
Required September 1981 or January 1982 a graduate in SCIENCE to teach BIOLOGY to A/S level with some Chemistry, or CHEMISTRY to 'O' level. Willingness to contribute to extra-curricular activities essential. Contribution to games activities desirable.
Applications with curriculum vitae and names of two referees to the Headmaster. (17101) 135-80

LONDON

Independent C.F.E. to Oxford seeks Teacher for immediate or September start. Subject: Chemistry. To 'A' level standard.
Write with C.V. to the Principal, Abacus College, Manor Place, Oxford. OX2 0JD. (14599) 136-80

LONDON W.12

BALLET COLLEGE UPPER SCHOOL
Required for September 1981 a graduate to teach Chemistry to 0 and A Level. Some Physics part.
Interest in games an added recommendation.
Apply in writing with c.v. and names of two referees to The Headmaster, Ballet College Upper School, 6 - 8 Bute Avenue, Richmond, Surrey TW9 2AZ. (14598) 139-80

LONDON

OUR LADY'S CONVENT HIGH SCHOOL
6 - 16 Amhurst Park, London N16 5AJ
(V.A., 540 girls, R.C.)
Required September, 1981 for this three form entry non selective school, teacher of Mathematics to 'O' level and General Science in the Lower School. Full or part-time applicants considered.
Applications in writing to the Headmistress quoting two references (15768)

PREPARATORY
continued

C.V. to Mrs. Nunes, Falkner House Girls' Preparatory School, 19 Brechin Place, SW7 4QB. (17682) 173-80

LONDON W3
Co-education preparatory school, 5 to 7 years, require Form Teacher for 3 or 4 year old group.
Applicants should have 2 - 3 years' teaching experience and should apply in writing, enclosing full C.V., to Mrs. A.M. de Cotignola House School, 37 Conaught Square, W2. (16817) 173-80

SCOTLAND
ST. MARY'S SCHOOL
Melrose, Roxburghshire, TD6 9LN
Required for September in this L.A.P.S. school in the Borders, because of increased numbers, 2 teachers of GENERAL SUBJECTS with a particular interest in ENGLISH and/or MATHS. Ability to help with games and extra-curricular activities an asset. Single residential accommodation available.
Apply in writing with names and addresses of two referees and full curriculum vitae to the Headmaster. (17613) 173-80

SURREY
COLLINGWOOD BOYS' SCHOOL
Springfield Road, Wellington
Undergraduate HEAD OF Day School of 260 boys
Required by September 1981, Teacher for Class of 9 - 11 year olds. Games, Subjects and Boarding Duties.
Please write to Principal at above address. (17188) 173-80

SURREY
Required in November, qualified teacher for Junior Maths and Science (ages 8 - 10) in IAPS Day Preparatory School with games and extra-curricular activities an advantage. Salary Burnham Scale.
Apply with all usual details and names of two referees to the Headmaster, Nower Lodge School, Dorking, Surrey. (17353) 173-80

SURREY
DANES HILL SCHOOL
Leatherhead
L.A.P.S. 300 boys.
Required in September 1981, qualified teacher to teach General Subjects including English and/or Maths to 9 - 10 year olds. Ability to coach games an advantage. Burnham and own Pension Scheme.
Applications with curriculum vitae and names and addresses of two referees to the Headmaster. (17405) 173-80

SURREY
Required in September a teacher for a class of 12 pupils aged 7 - 11. Must be able to offer full time tuition in music or another subject in the Senior School and be in a position to assist with the Christian basis of the School.
Mixed day school founded 1976 on traditional lines of work and discipline with 140 pupils. Fully Accredited by the Independent Schools Joint Council.
Shaftesbury Independent School, Caterham Road, Purley, Surrey. (17581) 173-80

Colleges of Further Education

Heads of Department

WEST SUSSEX
CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester, PO19 1SB
Required January 1982, for before if possible:

1) HEAD OF SCHOOL OF SECRETARIAL STUDIES (Senior Lecturer Grade) - As able administrator with wide experience of secretarial studies teaching mainly to Level III standard. Commercial Studies School (Grade VI) experience and Management and Business Studies, Course Director experience (post-graduate) desirable, including RSA, BEC, Pitman and LCCI examinations. Two casual candidates will be welcomed, with relevant commercial training. Eligibility with yearly processing technology an advantage.

2) LECTURER II in LEGAL SUBJECTS suitably qualified person required for post of Lecturer II in Law and allied subjects. Person appointed would be expected to teach wide range of students including Legal Executives, 'A' level, RSA/BEC courses etc. Candidates should have formal legal qualification and preferably be teacher trained, with some commercial and/or experience.

Form and details from Principal to College. Closing date 30th July 1981. (17431) 189-80

Other Appointments

AVON COUNTY
EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Bristol
Principal F.J. Hawley, MSc
Applications are invited for the following posts, duties to commence 1 September 1981:-
Department of Aeronautical Studies
LECTURER GRADE I - Ref. No. 81/13 required to teacher aircraft maintenance engineering (airframes and engines) on CAA Approved Licence. Additional qualifications would be advantageous. Some instructional experience necessary, either in further education or training organisation.
Department of Science and Mathematics
TEMPORARY FULL-TIME LECTURER IN MATHEMATICS OR MATHEMATICS/PHYSICS
No. 81/14
This post is tenable for the academic year 1981/82 and the successful candidate will be required to teach Mathematics and Physics to GCE Advanced Level and CSE standards.
Salary Scale (L.I) - £5,034 - £8,658
Starting salary according to qualifications and experience.
Further details and application form (to be returned by 1st July 1981) from Personnel Officer, Bristol Technical College, Ashley Down, Bristol, BS7 9BU, quoting appropriate Post Reference Number. (14240) 183-80

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
Barnsley College of Technology
Church Street, Barnsley
Required for September 1981
Applications are invited for the following posts:-
Department of Mining and Electrical Engineering
(1) Senior Lecturer in Electronics
Candidates should have relevant industrial experience and an appropriate graduate qualification. Experience in the mining industry would be an advantage but is not essential.
(2) Lecturer I in Electronics
Candidates should have appropriate academic qualifications, preferably a degree or HND and relevant industrial practical experience.
Department of Social and Health Education
(3) Senior Lecturer in Social Work
Candidates should be graduates or hold equivalent qualifications and preferably possess a recognised teaching qualification. The ability to work in close collaboration with Social Services staff will be essential.
(4) Lecturer II in Nursing
Candidates should be graduates, or hold a recognised qualification in nursing, preferably psychiatric nursing. Tutor, Teaching qualification and relevant teaching experience would be an added recommendation.
Department of General and Communication Studies
(5) Senior Lecturer in Curriculum Development
To co-ordinate the work of established course development teams in the Department and to lead the work of a team. Applicants should be graduates, preferably with a professional teaching qualification, have administrative ability and experience in curriculum development over a wide range of courses.
(6) Lecturer I in General Studies
To teach Life and Social Skills and Studies in Foreign Languages to Industrial English.
Application forms and further particulars can be obtained from the Principal (s.a.e. please) to be returned not later than 14 days from the appearance of this advertisement. 183-80

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
LECTURER I IN ELECTRICAL INSTALLATION
Applications are invited for the above post commencing on 1st September 1981. Applicants should have appropriate academic qualifications, practical experience to be able to teach theory and practical to students attending CITB block release training and City & Guilds Electrical Installation courses.
LECTURER I IN MATHEMATICS AND COMPUTER SCIENCE.
Applications are invited for the above post commencing on 1st September 1981. Applicants should be graduates or possess equivalent professional qualifications and experience. Teacher's certificate would be an advantage.
Salary Scale: £5947 - £8871
Berkshire has a scheme for assisting with removal expenses.
Further information and application forms from the Principal, Langley College of Further Education, Langley Road, Slough, Berkshire, Slough (Bucks) 20481, quoting reference number, addressed envelope and foolscap size (s.a.e.). Closing date: 3rd June, 1981. (17119) 183-80

BIRMINGHAM
EDUCATION DEPARTMENT
MATTHEW BOULTON TECHNICAL COLLEGE
Sherlock Street, Birmingham, B5 7DS
LECTURER I in BUSINESS STUDIES
Applications are invited from suitably qualified persons for the above post to teach on a range of Business Studies courses up to BEC National Certificate and GCE 'A' level standard.
Ability to teach at least two subjects - such as Economics, Law, Commerce, Data Processing, Quantitative Calculations is essential, whilst recent relevant experience and/or teacher training will be an advantage.
Salary £5034 - £8658 p.a. (increasing with allowance for approved qualifications and experience.
Further details and application forms from the Principal. (17281) 183-80

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLESBURY COLLEGE
Oxford Road, Aylesbury HP21 8PD.
Department of General Studies
LECTURER IN ENGLISH (Male/Female).
Applications are invited from teacher trained graduates for this post for 1st September, 1981 or as soon as possible thereafter.
The successful candidate should be qualified to teach English Literature to 'A' level and English Language and Communication Skills to a wide variety of vocational courses.
LECTURER I IN SOCIOLOGY AND GENERAL STUDIES Male/Female.
Applications are invited from suitably qualified trained teachers for this temporary appointment within a run one term only starting 1st September 1981 and terminating on 31st December 1982.
Salary Scale: Lecturer I £5,034 - £8,658
Application forms and further particulars for the above post may be obtained from the Principal (upon receipt of a stamped addressed foolscap envelope) to whom completed forms should be returned within 14 days of the appearance of the advertisement. (13981) 183-80

BURY
EDUCATION DEPARTMENT
BURY METROPOLITAN COLLEGE OF FURTHER EDUCATION
Market Street, Radcliffe, Bury, Lancs. M26 9YS
DEPARTMENT OF ENGINEERING AND BUILDING.
LECTURER I - in Electrical/Electronic Engineering Studies. The successful applicant will be required to teach on Technician Education Council and Ordinary/Advanced GCE 'O' level courses. The ability to teach Physics, Computing and/or Mathematics will be desirable. Applicants should be graduates in Electrical/Electronic Engineering preferably with computing experience and teacher training; experience in industry would be an advantage.
DEPARTMENT OF CATERING AND COMMUNITY STUDIES.
LECTURER I in Accommodation Studies. The post offers an opportunity for a new entrant to teaching to join a developing department. In addition to Accommodation Operations, applicants should be able to make contributions to food service or reception. Candidates should be teacher trained, have good specialist qualifications and substantial commercial experience.
Forms of application obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury. Closing date: 3rd July, 1981. (14951) 183-80

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
CLIFTON DEPARTMENT
THE PRINCIPAL WHITLEY COLLEGE OF FURTHER EDUCATION
Prince Street, Halifax, HX1 3UZ
Tel: Halifax 58981
DEPARTMENT OF MATHEMATICS AND SCIENCE.
Full-time Temporary Lecturer in P.E.
Applications are invited for the post of temporary full-time Lecturer in P.E. for one academic year commencing 1st September 1981. This vacancy will be for one academic year as the present incumbent has been seconded on a Higher Education course.
A qualification in P.E. is required and preference will be given to candidates who can also offer another subject to GCE 'O' level.
Salary Scale Burnham F.E. Application forms and further details available from the Principal at the College. Such requests should be accompanied by a stamped addressed envelope must be received by 26th June. When submitting an application if an acknowledgement of receipt of application form is required, Applicants who have not received confirmation from the College by 30th July, 1981 can assume that the vacancy has been filled.
Closing date for applications Friday, 3rd July 1981. (14425) 183-80

CHESHIRE
EDUCATION COMMITTEE
MID-CHESHIRE COLLEGE OF FURTHER EDUCATION
Hartford Campus, Northwich, Cheshire, CW8 1LJ
LECTURER GRADE I IN SCIENCE.
In the Department of Science Catering and Hotel Trades from 1st September 1981 or as soon as possible after that date. The successful candidate will be expected to teach Biology, Environmental Science and related subjects.
Further particulars and application forms may be obtained from the Senior Administrative Officer to whom completed forms should be returned within 14 days of the appearance of this advertisement. (17870) 183-80

CHESTERFIELD
COLLEGE OF TECHNOLOGY
Required as soon as possible LECTURER GRADE I to teach Shorthand, Typewriting, Word Processing and Office Studies skills. Applicants should be suitably qualified, experienced, and preferably teacher trained.
Further particulars and application forms from the Principal, Chesterfield College of Technology, Chesterfield S41 7NG. Telephone Chesterfield 77911. Closing date: FRIDAY, 3rd July 1981. (14856) 183-80

CLEVELAND
BARTHOLOMEW COLLEGE OF FURTHER EDUCATION
Principal: G. O. Down, B.Sc., M.Inst.M., M.C.I.Arb., F.B.I.M.
APPOINTMENT OF LECTURER
NURSING AND COMMUNITY CARE
DEPARTMENT OF GENERAL EDUCATION
Required from 1st September, 1981, by persons with particular interest in Preparatory Courses.
LECTURER I
Salary Scale £5,034 - £8,658
Further particulars and application forms may be obtained from the Principal, Bartlepool College of Further Education, Stockton Street, Hartlepool, Cleveland, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (14500) 183-80

THE TIMES EDUCATIONAL SUPPLEMENT 19.6.81

CLEVELAND
CLEVELAND COLLEGE OF ART AND DESIGN
LECTURER II - ASSISTANT TO THE HEAD OF COLLEGE
Required for September 1981, a Lecturer II, to co-ordinate and administer courses, to assist in the development of a College curriculum and to monitor Course structure. The person appointed will assist the Vice-Principal (Resources) in the College, attending academic charges, and will be expected to teach 6 hours per week on both part-time and full-time courses. Applicants should possess a degree or equivalent and must have had teaching experience in a Further Education establishment.
Salary Scales: £6,462 - £10,437.
Application forms and further particulars are obtainable from the Principal, Cleveland College of Art and Design, Green Lane, Middlesbrough, Cleveland TS5 7RJ, (Telephone Middlesbrough (0642) 821441) to whom they should be returned within two weeks of the appearance of the advertisement. (14199) 183-80

CLEVELAND
HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Principal: J. Hall, Dip.Ed., M.Sc., M. Inst. M.C., Cert Ed.
APPLICATION OF LECTURER GRADE I (WOODWORK) DEPARTMENT OF CONSTRUCTION
Applications are invited for the following post to commence as soon as possible, Grade I Woodwork Lecturer in BRICKWORK.
Salary Scale: £5,034 - £8,658.
Further particulars and application forms may be obtained from the Principal, Hartlepool College of Further Education, Stockton Street, Hartlepool, Cleveland, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (14198) 183-80

CLEVELAND
LONGLANDS COLLEGE OF FURTHER EDUCATION
Applications are invited for the following post: LECTURER II in TELECOMMUNICATIONS from suitably qualified candidates who must be specialists in the field of Telecommunications.
Salary Scale £6,462 to £10,431.
Further particulars and application forms can be obtained from the Principal, Longlands College of Further Education, Longlands Street, Middlesbrough. These should be returned within 14 days of the appearance of this advertisement. (14101) 183-80

CUMBRIA
COUNTY COUNCIL
CARLISLE TECHNICAL COLLEGE
DEPARTMENT OF SCIENCE AND GENERAL STUDIES
LECTURER I in SCIENCE.
A Lecturer I in either Biology or Chemistry is required for September 1981. The applicant should be prepared to offer one other subject to GCE 'O' level.
The candidate should have good academic qualifications and preferably or teacher training.
Salary Scale £5,034 - £8658.
Further particulars and application forms from the Principal, Carlisle College of Art and Design, Victoria Place, Carlisle. (14097) 183-80

CUMBRIA
COUNTY COUNCIL
KENDAL COLLEGE OF FURTHER EDUCATION
Milnthorpe Road, Kendal
Required for September 1981, or as soon as possible thereafter, Lecturer Grade II to be responsible for the Building Section to teach Bricklaying, Carpentry and Plumbing. Salary Scale £5462 - £10431.
Further particulars and application forms are available from the Principal to whom they should be returned by 26 June 1981. (14890) 183-80

CUMBRIA
COUNTY COUNCIL
KENDAL COLLEGE OF FURTHER EDUCATION
Milnthorpe Road, Kendal.
Required for September 1981, or as soon as possible thereafter, Lecturer Grade II to be responsible for the Building Section to teach Bricklaying, Carpentry or Plumbing. Salary Scale £5462 - £10,431.
Further particulars and application forms are available from the Principal to whom they should be returned by 26 June 1981. (14891) 183-80

DUDLEY
METROPOLITAN BOROUGH
DUDLEY COLLEGE OF TECHNOLOGY
£6462 - £10431
Department of Business and Management Studies.
Lecturer II in Secretarial Studies to commence as soon as possible thereafter. Applicants should be graduates with considerable secretarial experience.
Application form(s)(foolscap SAE) from Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (18858) 183-80

ESSEX
BRAINTREE COLLEGE OF FURTHER EDUCATION
Department of Humanities
Head of Department
LECTURER GRADE II - COURSE TEAM LEADER (Business) to commence as soon as possible after) to be responsible for the introduction and development of computer studies, management of the Course's resource allocation, and to contribute to the definition of systems for course administration.
SALARY: £6,462 - £10,431 per annum.
Application forms and further details from the Principal, B.C.F.E., Church Lane, Braintree, Essex, CM7 6AD. (Stamped addressed envelope please). CLOSING DATE: 3rd July, 1981. (14093) 183-80

ESSEX
THURROCK TECHNICAL COLLEGE
Woodview, Grays
CERTIFICATE OF EDUCATION DEPARTMENT
LECTURER (Part-time) as soon as possible. EDUCATION TUTOR (Part-time) to be responsible for the successful N.N.E.B. Course. The successful candidate will be a fully trained teacher with a least three years' experience in a Nursery Class.
Physical Tutor - Lecturer Grade I Min £8,034 Max £8,658 Plus Fringe London Fringe Allowance.
Application form and further particulars from the Principal, to whom completed form should be returned within 14 days of the appearance of the advertisement. (17068) 183-80

HAMPSHIRE
BASINGTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Telephone (0256) 473401
Applications required for the following:-
1) Temporary full-time post for an L.I in General and Computation Studies, required for September to teach General Business Communication Studies, Social and Youth Opportunities Programme.
2) Temporary full-time post at L.I level. Teacher with Commercial Experience Course, able to offer Typing and Office Practice, suitability and aptitude towards standard of work.
For application forms and further particulars apply to the Registrar. 183-80

HAVERING
LONDON BOROUGH OF HAVERING TECHNICAL COLLEGE
Vacancy for Lecturer I in Mathematics with Computing if possible.
Salary £5034 to £8658 per annum.
Apply to MOTOR VEHICLE ENGINEERING.
1. SECRETARIAL SKILLS.
2. CRAFT SKILLS.
3. DIGITAL ELECTRONICS.
4. ANALOGUE ELECTRONICS.
Send stamp for further details to Principal, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL. Closing date for forms 9 July 1981. (14837) 183-80

HEREFORD & WORCESTER
COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
Department of General Studies and Art
Lecturer Grade II - Social Work and General Education
Applications are invited for the above post, to commence 1st September 1981. The post involves responsibility for Social Work Courses leading to the Diploma in Social Work and assistance with general education provision.
Applicants should possess a C.C.E.T.S.W. Certificate or have an appropriate basic qualification with relevant Social Work experience.
Salary: Lecturer Grade II Scale - £5468 - £10,431 per annum.
Further details and application form from the Principal, Worcester Technical College, Eastern Avenue, Worcester, WR4 9JF quoting date of advertisement and post reference number. (14937) 183-80

COLLEGE OF F.E.
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL
EVESHAM COLLEGE OF FURTHER EDUCATION
Cheltenham Road, Evesham, Worcs.
Tel. Evesham 41151
DEPARTMENT OF BUSINESS AND GENERAL STUDIES
Applications are invited to fill the following vacancies from 1st September 1981:-
LECTURER I IN LAW AND BUSINESS STUDIES.
Teaching will be of G.C.E., 'A' Level, B.E.C. General and National and some Management Courses.
LECTURER I IN BUSINESS STUDIES SUBJECTS.
Teaching will be largely on O.C.E. Business Education Council courses. Candidates should be able to offer 2 subjects from the following:- Accountancy, Economics, Statistics, Foreign Languages.
Applicants should possess a degree and/or professional qualifications and preferably have teaching or commercial industrial experience.
Application forms obtainable from the Principal at the College, to whom completed forms should be returned as soon as possible. (18855) 183-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
Department of Community Studies.
LECTURER IN SOCIAL WORK
A Lecturer is required to join a team engaged in running the Certificate in Social Service and its 6-term equivalent in Social Care (validated by CCETSW).
Applicants should have a professional qualification and substantial experience.
Salary Scale: £5,462 - £10,431. Lecturer II
Further details and application form available from The Director of Studies, North Worcestershire College, School Drive, Stretford Road, Bromsgrove, Worcs. B60 1RB (Tel: 0527 76474).
Closing date for applications 9 working days after appearance of this advertisement. (18829) 183-80

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
Department of Engineering Craft Studies
The following full-time appointment required for 1 September 1981:-
LECTURER GRADE I to teach ELECTRICAL principles, practice and plant installation to CGLI 236, CGLI 500 and 238 Electrical and Electronic Craft Studies courses.
Appropriate recognised qualifications and good practical experience essential. Preference will be given to applicants with City & Guilds Electronic Servicing Course 224 and TEC courses. A qualification of experience with television (monochrome or colour) would be an advantage. Applicants should hold HNC or City & Guilds ETC and have suitable industrial experience.
LECTURER II Electrical Installation required for September 1981. Applicants are invited from suitably qualified and experienced teachers to teach Electrical Installation and Power subjects to students on City & Guilds Craft courses, TEC programmes, and approved Industrial Training courses. Applicants should be in possession of a Higher National Certificate (or HTC) and be Certificate in Electrical Installation. Applicants must have gained suitable electrical contracting experience, and a sound basic knowledge and safety would be an advantage.
Application forms obtainable from/returnable to Senior Administrative Officer, Technical Lane, London E3 1LJ (Tel: 01-985 5544 Ext. 213). Closing date 14 days from appearance of advertisement.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, W14 9BL
LECTURER GRADE I required for September 1981. Applications are invited for a post in Department of Business Studies to teach BEC World of Work, Numeracy, and at least one other subject, and as Book-keeping, to students on BEC General and other lower level courses.
Applicants should have had some teaching and business experience and be suitably qualified.
LECTURER I CHEMISTRY
Applications are invited for the post of Lecturer I in Chemistry to teach up to 'A' level standard in addition the person appointed will have an interest in the development and coordination of science within existing Preparatory, Vocational and other non-examination courses for young people in the 15-19 age group. Appointment to commence September 1981.
Application form and further particulars from Senior Administrative Officer (IEC) to be returned within two weeks from date of advertisement.

LONDON COLLEGE OF FASHION
Oxford Circus, W1
Department of Clothing Technology
Applications are invited for the post of LECTURER I in Men's Wear, Bespoke Tailoring and Cutting. Further details and application form, returnable within 14 days from appearance of the advertisement, from the Senior Administrative Officer, London College of Fashion, 100 Curtain Road, EC2A 3AR.

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford, Herts. WD1 3EZ
(Watford 41911).
DEPARTMENT OF GENERAL STUDIES
LECTURER GRADE I in COMMUNICATION AND GENERAL STUDIES
Applications are invited from suitably qualified candidates to teach primarily BEC, TEC and Craft Communication Studies and English together with some General Studies.
Salary in accordance with Burnham Technical Scale for Lecturer Grade I.
Further details and application forms from the Chief Administrative Officer, Watford College, Hempstead Road, Watford (Watford 41911, Ext. 361). (14315) 183-80

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS COLLEGE
LECTURER GRADE I in NUMERACY required from 1 September 1981 to be responsible for the co-ordination of Numeracy courses throughout the General Education Department. This work includes full-time work introduction (CPSE), Youth Training (YOPS), General Foundation and Work Experience courses and is dynamic and expanding.
Salary, Lecturer I scale £5,034 - £8,658 (according to qualifications and experience).
Application form and further details (S.A.E. please) available from the Vice-Principal, North Herts College, Cambridge Road, Hitchin, Herts. SG4 9RN, to whom completed application forms should be returned by 30th June. (18868) 183-80

ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts, salary scales in accordance with the Burnham (FE) award and subject to formal approval:- LECTURER GRADE I as instructional posts within the range of £5034-£8658 starting point depending on qualifications, training and experience. LECTURER GRADE II £6462-£10,431. For all posts there is an Inner London Allowance of £768.

CITY & EAST LONDON COLLEGE
Pitfield Street, N1 6X
Department of Applied Social Studies & General Education
LECTURER GRADE II IN COMMUNICATIONS
Required, as soon as possible, lecturer to organise and develop a programme of communication skills in a wide range of courses including pre-vocational general education, CGLI, TEC and BEC, and with particular responsibility for Communication Workshops. Applicants will be expected to have FE experience in these areas.
Department of General Education *(Re-advertisement)*
LECTURER GRADE II required for 1st September 1981, or as soon as possible thereafter, to act as Tutor-Co-ordinator for the Hackney Reading Centre, a small library project based at Centerprise Community Centre in Hackney. The Centre is committed to literacy work in the setting of a project encouraging people's independence, control and self-expression. The tutor will have to work closely with the Centerprise collective as well as contributing to appropriate general education work in the college.
LECTURER GRADE I IN NUMERACY & MATHEMATICS
Required for September, if possible, to teach Numeracy and Mathematics on a variety of courses up to, and including, 'O' level. Applicants should possess a degree in Mathematics and have had teacher training.
Further details and an application form can be obtained from the Secretary to the Vice Principal (Staffing) telephone 01-253 0883 and should be returned within fourteen days of the appearance of this advertisement.

HACKNEY COLLEGE
Hackney Centre
Department of Electrical Engineering
LECTURER I IN ELECTRONICS required as soon as possible. Applications are invited to teach Electronics to students on City & Guilds Electronic Servicing Course 224 and TEC courses. A qualification or experience with television (monochrome or colour) would be an advantage. Applicants should hold HNC or City & Guilds ETC and have suitable industrial experience.
LECTURER II Electrical Installation required for September 1981. Applicants are invited from suitably qualified and experienced teachers to teach Electrical Installation and Power subjects to students on City & Guilds Craft courses, TEC programmes, and approved Industrial Training courses. Applicants should be in possession of a Higher National Certificate (or HTC) and be Certificate in Electrical Installation. Applicants must have gained suitable electrical contracting experience, and a sound basic knowledge and safety would be an advantage.
Application forms obtainable from/returnable to Senior Administrative Officer, Technical Lane, London E3 1LJ (Tel: 01-985 5544 Ext. 213). Closing date 14 days from appearance of advertisement.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, W14 9BL
LECTURER GRADE I required for September 1981. Applications are invited for a post in Department of Business Studies to teach BEC World of Work, Numeracy, and at least one other subject, and as Book-keeping, to students on BEC General and other lower level courses.
Applicants should have had some teaching and business experience and be suitably qualified.
LECTURER I CHEMISTRY
Applications are invited for the post of Lecturer I in Chemistry to teach up to 'A' level standard in addition the person appointed will have an interest in the development and coordination of science within existing Preparatory, Vocational and other non-examination courses for young people in the 15-19 age group. Appointment to commence September 1981.
Application form and further particulars from Senior Administrative Officer (IEC) to be returned within two weeks from date of advertisement.

LONDON COLLEGE OF FASHION
Oxford Circus, W1
Department of Clothing Technology
Applications are invited for the post of LECTURER I in Men's Wear, Bespoke Tailoring and Cutting. Further details and application form, returnable within 14 days from appearance of the advertisement, from the Senior Administrative Officer, London College of Fashion, 100 Curtain Road, EC2A 3AR.

NORTH LONDON COLLEGE
Camden Road, N7 0SP
Tel: 01-609 0041
Dept. of Creative Studies
REF: ACC1 TEMPORARY
LECTURER I (Two terms) in Ceramics
Qualified, trained and experienced applicants are sought for a temporary replacement for a postboy teacher on maternity leave for the autumn and spring terms of 1981/82. The lecturer appointed will be expected to teach ceramics to the full-time City and Guilds Foundation Course in Art and Design and to contribute to the rest of the department's "shared course" programme. Some service to students from other departments may be required. Experience in teaching ceramics would be welcome.
REF: ACN81TEMPORARY
LECTURER I (Two Years) in Needlecraft/Home Economics.
Qualified, trained and experienced applicants are sought for a temporary replacement for a craft teacher on a two year secondment to the ILEA Advisory Teacher Team with effect from 1 September 1981 to 31 August 1983. The lecturer appointed will be expected to teach Needlecraft and Home Economics to a wide variety of full and part-time students. Experience in this and other departments in the College.
Department of Science and Engineering
Required as soon as possible.
(1) LECTURER GRADE I to teach the practical and theoretical aspects of City and Guilds of London Institute, Course No. 224 — Electronic Servicing, Parts I and II, and related subjects for other courses.
(2) LECTURER GRADE II to teach Digital Electronics and techniques for the Technician Education Council Telecommunication Programme, together with some subjects within that programme.
Applicants for both posts should have suitable industrial experience and hold appropriate qualifications.
Further details and application forms from the Senior Administrative Officer at the College, to whom they should be returned by Friday 3 July 1981.

PADDINGTON COLLEGE
Saltram Crescent, W9 3HW
Dept of Business & Secretarial Studies
LECTURER GRADE I to teach Office Practice and Clerical Duties and other Business Studies subjects to BEC/City & Guilds Electronic Servicing Course 224 and TEC courses. A qualification or experience with television (monochrome or colour) would be an advantage. Applicants should hold HNC or City & Guilds ETC and have suitable industrial experience.
LECTURER II Electrical Installation required for September 1981. Applicants are invited from suitably qualified and experienced teachers to teach Electrical Installation and Power subjects to students on City & Guilds Craft courses, TEC programmes, and approved Industrial Training courses. Applicants should be in possession of a Higher National Certificate (or HTC) and be Certificate in Electrical Installation. Applicants must have gained suitable electrical contracting experience, and a sound basic knowledge and safety would be an advantage.
Application forms obtainable from/returnable to Senior Administrative Officer, Technical Lane, London E3 1LJ (Tel: 01-985 5544 Ext. 213). Closing date 14 days from appearance of advertisement.

SOUTH EAST LONDON COLLEGE
Dept. of Electrical and Electronic Engineering
LECTURER II in Electrical/Electronic Engineering (Ref. EEE. 139 CCLI/B) to teach Electrical/Electronic Principles and Electronics (including digital and micro-electronics) to TEC certificate courses.
Qualifications should include an appropriate degree, HND/HNC or CGLI full technician certificate together with industrial experience in electronic or telecommunications. Teacher experience and qualifications are desirable.
Department of Engineering Production & Services
LECTURER II in Electrical/Electronic Industrial Studies (Ref. EPS. 45) required from 1 September 1981 or as soon as possible thereafter to supervise and teach the Industrial Studies or Electrical Installation or Electronics on the CGLI Electrical Installation Work course No. 236 and the Electronic Servicing course 224.
He/she will also be required to assist in the administration of courses in the Electrical/Electronic Section of the Dept. The successful applicant will have a background of recent experience in either Electrical Installation or Electronics, a wide knowledge of the organisation and structure of these industries and relevant training procedures. Suitable academic qualifications and preferably teaching experience are required.
Department of Business and Administrative Studies
LECTURER II in Management Studies (Ref. BAS 34) required as soon as possible to teach mainly Supervisory Studies and Operational Management subjects in (Industrial Managers, IMS, NEBSM and C. & G. courses. An ability to contribute to the teaching of industrial engineering subjects and participation in short course organisation would be an advantage.

KENT
COUNTY COUNCIL
SOUTH KENT COLLEGE OF TECHNOLOGY
SOUTH KENT COLLEGE OF TECHNOLOGY
Construction Department
Applications are invited for the following post available from 1st September 1981:-
LECTURER GRADE I to teach Building Advanced Craft Courses. The person appointed should be qualified to degree or equivalent standard and have relevant practical site experience.
Teaching and practice of Brickwork and the ability to teach General Construction and Drawing would be an advantage.
Closing date for applications to be returned: Wednesday 1st July, 1981.
Assistance with removal expenses is given to approved candidates. Application forms and further particulars available from the Principal, South Kent College of Technology, Ashford, Kent. TN23 3RF. (17725) 183-80

Department of Hotel and Catering Studies
LECTURER II in Professional Cookery (Ref. HCS.49) to teach Professional Cookery and allied subjects to City and Guilds Advanced Level and to act as Course Director of the Practical Catering Course. An interest in developing the Food Studies aspect of the HCIMA professional courses would be an advantage.
Relevant qualifications, together with first class industrial experience are essential. Teaching experience and further education is desirable, along with membership of HCIMA.
LECTURER II in Food Studies (Ref. HCS. 50) to teach Food Studies to the level of HCIMA Professional Examination Part B and to act as Course Director to CGLI 706 Part I Course.
Catering Management experience is required in order to contribute to the industry and membership of the HCIMA. Teaching qualifications and experience would be an advantage.
Assistance may be given towards housing removal expenses.
Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Linacre House, Jurnet Road, Linacre, London, SE6 1UY. *It is essential to quote the correct reference number.*

SOUTH THAMES COLLEGE
Wandsworth High Street
SW18 2PP
Required for September, 1981. TWO LECTURERS Post reference number MS/C. L.II - 1-81, MSC L.I —4-81. One Lecturer II must be qualified in Accountancy subjects up to professional level. Applicants should be qualified Accountants. Preference will be given to those with teaching experience. Application forms and further details obtainable from the Senior Administrative Officer, remittable within 14 days of appearance of advertisement. Please quote post reference and enclose stamped addressed envelope.

SOUTHWARK COLLEGE
The Cut, SE1 8LE
Dept. of Business Studies
Required for 1st September 1981 or as soon as possible thereafter a LECTURER GRADE I to teach in the following skills areas: Typing, Audio Typing, Office Practice/Secretarial Duties, Shorthand.
Further details and application forms obtainable from the Senior Administrative Officer (SP2) at the College (01-928 9561) returnable by 3 July 1981.

VAUXHALL COLLEGE of Building and Further Education
Belmore Street, SW8 2JY
Department of Technical Studies
LECTURER II in Construction Technology (Temporary Appointment) Required from September 1981 to August 1982 on a one-year temporary full-time appointment to teach Construction Technology and associated subjects to TEC Building and Civil Engineering students.
LECTURER II Science and Mathematics (Temporary Appointment) Required from September 1981 to August 1982 on a one-year temporary full-time appointment to teach Science and Mathematics to TEC and Supervisory Studies students in the Department.
Department of Business Education
LECTURER I Temporary Full-time Office Skills. From September 1981 to August 1982. Required to teach Typing and Office Practice to a variety of full-time and part-time courses. Candidates should be suitably qualified and have relevant commercial experience. Candidates who are non-graduates may be required to study for a part-time degree. Teacher experience and qualifications are desirable.
Department of Engineering Production & Services
LECTURER II in Electrical/Electronic Industrial Studies (Ref. EPS.45) required from 1 September 1981 or as soon as possible thereafter to supervise and teach the Industrial Studies or Electrical Installation or Electronics on the CGLI Electrical Installation Work course No. 236 and the Electronic Servicing course 224.
He/she will also be required to assist in the administration of courses in the Electrical/Electronic Section of the Dept. The successful applicant will have a background of recent experience in either Electrical Installation or Electronics, a wide knowledge of the organisation and structure of these industries and relevant training procedures. Suitable academic qualifications and preferably teaching experience are required.
Department of Business and Administrative Studies
LECTURER II in Management Studies (Ref. BAS 34) required as soon as possible to teach mainly Supervisory Studies and Operational Management subjects in (Industrial Managers, IMS, NEBSM and C. & G. courses. An ability to contribute to the teaching of industrial engineering subjects and participation in short course organisation would be an advantage.

WESTMINSTER COLLEGE
Department of Hotel and Catering Studies
Vincent Square SW1
Required for September 1981 or as soon as possible thereafter a LECTURER GRADE I to teach English and Communication Studies
Department of Languages
Castle Lane SW1
Required for 1 September 1981 or as soon as possible thereafter a LECTURER GRADE II (Ref. CLL/18) to teach English as a Foreign Language, and to be responsible for Examinations Administration.
Please send foolscap S.A.E. or telephone for application form and further details, quoting reference number, to the Clerk to the Governors, Westminster College, Battersea Park Road, London SW11 4JR to whom they should be returned by 1 July 1981.

Other than by Subject Classification

BUCKINGHAMSHIRE
BEACONSFIELD
Due to expansion a new form for September 1981 is to be created in this IAPS school in September. A qualified teacher is required to take responsibility for this form. Accommodation available. Games & P.E. on games.
Apply with curriculum vitae and names of two referees to the Headmaster, Beaconsfield Preparatory School, Bracklay, Northants. (17486) 173-80

HAMPSHIRE
GRADUATE required September to teach English to Pre 'O' level, also current affairs, to IAPS school of 180.
To further details apply to Headmaster, Hillfields School, Pamber Heath. (0256-) 850481. (17458) 173-80

LONDON SE7
Septr. 81. Unexpected vacancy for qualified teacher (or girls 4 1/2 - 5 yrs. for Nursery Class. Interviews essential. Telephone: 01-692 7183 for further details or write visit.

TAMESIDE COLLEGE OF TECHNOLOGY
Appointment of Principal
(Group 7)
Applications are invited for the post of Principal at the above college, which becomes vacant on the 1st January 1982.
The College is located on three sites in Ashton-under-Lyne and Hyde and offers the full range of traditional further education courses.
There are some 230 full time Lecturers catering for approximately 15,600 students, 1,600 of whom are full time.
Application forms and further particulars are available from Director of Education, Education Offices, (Staffing Department), Town Hall, King Street, Dukinfield, Cheshire SK16 4LA, to whom completed forms of application should be returned to arrive no later than 3rd July 1981. Ref. TE.2493. TESK180

WARWICKSHIRE
Mid Warwickshire College of Further Education
Warwick New Road, Leamington Spa
Vice-Principal
Group 6 Salary £16,500

COLLS. OF F.E.
continued

LINCOLNSHIRE

LINCOLNSHIRE COLLEGE OF ART
Applications are invited for the post of Lecturer I in Ceramics (Burnham Scale £3034 - £8658) which falls vacant on 1st September 1981.
Application forms and further details may be obtained on request from The Principal, Lincolnshire College of Art, Lincoln Road, Lincoln (Tel: 0522-33668). (18942) 183-80

Bexley London Borough
ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent DA17 6JA
Principal: D. F. Glover, MA, BSc, FCIS, FIM, FBIM.

Applications are invited for the following post to take effect as soon as possible.

LECTURER GRADE I IN BUSINESS STUDIES

Required to teach numerate subjects, e.g.: Business Calculations, Book-keeping, Accounts, Mathematics, Statistics, together with Commerce, Economics or Law to BEC General, GCE 'O' and similar levels. Graduate or equivalent qualifications essential. Teaching and/or commercial experience an advantage. (Ref. P.1.)

LECTURER GRADE I IN ENGLISH & GENERAL STUDIES

Required to teach English, Communications and General Studies on a wide range of courses in the Secretarial, Business and Academic fields and in Building Craft and Technician programmes. Graduate or equivalent qualifications essential. Teacher training and/or experience desirable. (Ref. P.2.)

Burnham Salary Scale (including London Allowance): LECTURER GRADE I: £6,532-£9,156 (according to qualifications and experience).

Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement. The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowance.

TESK193

KEIGHLEY TECHNICAL COLLEGE

DEPARTMENT OF PHYSICAL AND SOCIAL SCIENCES

Post Ref; No. 81/103

Applications are invited for the post of

LECTURER GRADE I

In Health Education to act as Health Tutor to the N.H.E.B. Certificate Count and to assist in the teaching of other welfare and health-related subjects in Pre-Nursing and other caring profession courses.
Applicants should be suitably qualified and experienced and previous teaching and/or teacher training will be an advantage.

DEPARTMENT OF CONSTRUCTION INDUSTRIES

Post Ref; No. 81/102

Applications are invited from suitably qualified candidates for the following post to take up appointment as soon as possible.

LECTURER I

to teach Plumbing and Heating Work within the Department.
Applicants should be suitably experienced and must be technically qualified, in Plumbing and Heating.
Teacher training and/or previous teaching experience will be an advantage.
Salary for both the above posts payable in accordance with Burnham Scales of Salaries for Teachers in Establishments for Further Education (£6034-£8658).
Further particulars and application forms are available from the College Administrator, Keighley Technical College, Cavendish Street, Keighley, to whom completed forms must be returned no later than 26th June, 1981.

TESK183

Cheshire

South Cheshire College

Applications are invited for

Lecturer 1 Posts in:

ELECTRONICS
SOCIAL CARE
FOOD SERVICE
HAIRDRESSING
EDUCATION (NNEB)
PHYSICAL EDUCATION
BEC GENERAL
BUSINESS CALCULATIONS
GENERAL & COMMUNICATION STUDIES
BRICKWORK

Salary: £6034-£8658

Particulars and application form may be obtained from: The College, Dane Bank Avenue, Crewe, CW2 8AB. Tel: 89133.
Closing date: 6th July 1981.

TESK163

LIVERPOOL

CENTRAL LIVERPOOL COLLEGE OF FURTHER EDUCATION
Clarence Street, Liverpool L3 5TP

Lecturer I for T.E.C. Courses - Civil Engineering

Required for September.

Forms available from (SAE) & returnable to the Principal by 29 June. (14963) 183-80

HERTFORDSHIRE

DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City, Herts.

DEPARTMENT OF BUSINESS STUDIES

LECTURER I to teach Typewriting, Office Practice and Shorthand (New Era and 2000) required from 1 September. Ability to teach Economics and Background to Business desirable.
Applicants must be qualified teachers with good business experience.
The post is based at Boreham-wood but some work may be required at Potters Bar.

DEPARTMENT OF ENGINEERING TECHNOLOGY
LECTURER GRADE I to teach TEC and Craft Electronics courses. Applicants should have industrial experience with a degree or other appropriate technical qualifications. Trained teachers preferred.

Salary Scale: £3034 - £8658 (15 increments) plus £813 'fringe' allowance. Starting salary dependent on qualifications and experience.

Forms and further details from The Principal at the above address, telephone: Welwyn Garden 28311, ext 21. (18984) 183-80

KINGSTON

Kingston College of Further Education

Kingston Hall Road
Kingston upon Thames
Surrey KT1 2AQ

Principal Lecturer in Accounting/Deputy Head of Department

Required for 1st September or, as soon as possible thereafter.

Applications are invited from suitably qualified and experienced Accountants for the above post. Applicants should be able to teach within the area of Managerial Accounting and Business Finance and also have an interest in some of the following: Tax, Public Sector Accounting, Auditing, Quantitative Methods. The successful candidate will be involved in the teaching Professional Accounting courses at all levels up to degree, in a substantial BEC National programme. Applicants should have extensive and relevant experience in Further Education/Higher Education and be professionally qualified. Possession of an appropriate degree would be an added advantage. Post No. 7/81/7.

Salary scale £11,886 to £13,581 (Inner) £14,038 plus Outer London Allowance of £468 per annum.
Completed application forms to be returned to the College by 30th June 1981.

Lecturer I in Child Education (NNEB)

Required from 1st September 1981.

To teach Child Education to NNEB Certificate Courses.

Applicants should be qualified Nursery Infant Teachers. Preference will be given to those who have taught Nursery Science students. Post No. 7/81/9

Salary scale Lecturer I £6,034 to £8,658 plus Inner London Allowance of £468 per annum.

Lecturer I in Chemistry and General Science

Required for 1st September 1981.

Applicants are invited to teach Chemistry in all branches and at any level up to and including 'A' and level III of Technician Courses. In addition, to teach General Science to City and Guilds students. Previous teaching experience would be an advantage. Post No. 7/81/8.

Salary scale Lecturer I £6,034 to £8,658 plus Inner London Allowance of £468 per annum.

Assistance with removal expenses available in approved cases for all above posts.

Please apply in writing to the Principal quoting post number for full particulars and application form enclosing a large stamped addressed envelope.

183-80

KIRKLEES

METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
DEPARTMENT OF BUSINESS

Applications are invited for the post of TEMPORARY full-time LECTURER GRADE I, for one year from 1st September 1981, to teach ENGLISH to full-time and part-time students. Most of the work will be with 16's examination groups (there may be an opportunity to teach at level 3 also), as well as communication skills in the new City and Guilds General Foundation Course. (Ref: BTC 317).

Salary (Burnham Scale): Lecturer 1 - £6034 - £8658 p.a.

Increment credit within this scale may be given for approved qualifications and teaching or industrial experience.

Application forms and further particulars are obtainable from the Principal, to whom they should be returned within fourteen days of the appearance of this advertisement. (Please quote ref: BTC 317). (14481) 183-80

KNOWSLEY
METROPOLITAN BOROUGH OF

PRESCOT COLLEGE OF FURTHER EDUCATION

Lecturer I Maths and Computer Studies

A vacancy exists as from September 1981 for a Section Grade I to teach 'O' level maths and computer studies to a wide range of Further Education students, including 'A' level Maths, I Computers in data processing and 'O' level Commercial Certificate computer studies.

Salary scale £6,034 - £8,658.

Applications forms and further particulars from the Borough Education Officer, Municipal Buildings, Huyton, Nr. Liverpool. Closing date for completed forms, 3 July 1981. (14478) 183-80

LANCASHIRE
EDUCATION COMMITTEE

BLACKBURN COLLEGE OF TECHNOLOGY AND DESIGN
An Institution of Further and Higher Education
Feilden Street, Blackburn. BB2 1LH

Applications are invited for the following post to be effective on 1 September, 1981.

LECTURER GRADE I IN ELECTRICAL AND ELECTRONIC ENGINEERING. To teach TEC Certificate and Diploma programmes including microprocessor applications. Applicants to hold Degree/HND/HNC. In appropriate field. Salary Lecturer Grade I: £6,034 - £8,658.

For application form/further details send a stamped addressed foolscap envelope to the Principal at the College. Applications to be returned as soon as possible, but not later than Friday, 3 July, 1981, to the Principal at the college. (14481) 183-80

LINCOLNSHIRE
LINCOLN COLLEGE OF TECHNOLOGY

DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Required from 1st September 1981, or as soon as possible thereafter, to be responsible for the Lincolnshire Special Unit course, which is a school for school leavers who have not followed examination courses at school or who have attended Special Schools or Units.

Applicants should have experience in Special or Remedial Education.

SARARY: £4,683 - £8,055 per annum. Salary dependent on qualifications and experience.

Application forms and further particulars are available from the Principal, Lincoln College of Technology, Cathedral Street, Lincoln LN2 1QT, to whom applications should be returned as soon as possible. (18543) 183-80

LIVERPOOL

Lecturer I Engineering
Department of Marine Engineering

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool, L19 3QA

Required as soon as possible, should be technically qualified & able to contribute to the education & training programme for marine engineering cadets in both the lecture room & the workshops.

A good machine shop or maintenance background is essential. A marine experience advantageous. Teacher training advantageous.

Forms available from (SAE) & returnable to the Principal by 29 June. (14963) 183-80

MIDDLESBROUGH

LONGLANDS COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts:

LECTURER II in General & Community Studies

LECTURER II in VOCATIONAL PREPARATION

LECTURER I in Electronics/Telecommunications/Instrumentation.

Salary Scales: LECTURER II £6,249 to £10,431; LECTURER I £6034 to £8658.

Further particulars and application forms can be obtained from the Principal, Longlands College, Douglas Street, Middlesbrough. These should be returned within 14 days of the appearance of this advertisement. (14803) 183-80

MIDDLESBROUGH

KIRBY COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I in PSYCHOLOGY/SOCIAL SCIENCE

Required for September 1981 or as soon as possible thereafter. Graduate preferably with teacher training qualifications. Duties will be to teach Psychology to 'O' and 'A' level and to Liberal Courses and to assist with Social Science work.

SALARY: £5034 - £8658.

Application forms and further particulars for the post may be obtained from the Principal, Kirby College of Further Education, Rooms 136-7, Middlesbrough, Cleveland TS6 7JU, to whom completed applications should be returned within 14 days of the appearance of this advertisement. (14803) 183-80

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE

NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Wallsend, Tyne and Wear NE28 9NH
Principal: Mr. J.W.H. Brown, M.Sc., M.I.E.E., M.I.M.I., M.I.P.M., M.B.I.M.

DEPARTMENT OF GENERAL STUDIES
LECTURER GRADE I in Physics to G.C.E. Advanced level.

Applications are invited from graduates for the above post in the School of General Studies, Science Department for September, 1981.

The successful applicant will also be required to teach either Chemistry or Mathematics to 'O' level. Preference will be given to applicants with suitable experience and a teaching diploma.

Application forms can be obtained from the Principal, North Tyneside College of Further Education, Embleton Avenue, Wallsend, Tyne and Wear. Completed applications should be returned within 14 days of the appearance of this advertisement. (14760) 183-80

LONGLANDS COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts:

LECTURER II in General & Community Studies

LECTURER II in VOCATIONAL PREPARATION

LECTURER I in Electronics/Telecommunications/Instrumentation.

Salary Scales: LECTURER II £6,249 to £10,431; LECTURER I £6034 to £8658.

Further particulars and application forms can be obtained from the Principal, Longlands College, Douglas Street, Middlesbrough. These should be returned within 14 days of the appearance of this advertisement. (14803) 183-80

MIDDLESBROUGH

KIRBY COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I in PSYCHOLOGY/SOCIAL SCIENCE

Required for September 1981 or as soon as possible thereafter. Graduate preferably with teacher training qualifications. Duties will be to teach Psychology to 'O' and 'A' level and to Liberal Courses and to assist with Social Science work.

SALARY: £5034 - £8658.

Application forms and further particulars for the post may be obtained from the Principal, Kirby College of Further Education, Rooms 136-7, Middlesbrough, Cleveland TS6 7JU, to whom completed applications should be returned within 14 days of the appearance of this advertisement. (14803) 183-80

NORTH TYNESIDE
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE

NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Wallsend, Tyne and Wear NE28 9NH
Principal: Mr. J.W.H. Brown, M.Sc., M.I.E.E., M.I.M.I., M.I.P.M., M.B.I.M.

DEPARTMENT OF GENERAL STUDIES
LECTURER GRADE I in Physics to G.C.E. Advanced level.

Applications are invited from graduates for the above post in the School of General Studies, Science Department for September, 1981.

The successful applicant will also be required to teach either Chemistry or Mathematics to 'O' level. Preference will be given to applicants with suitable experience and a teaching diploma.

Application forms can be obtained from the Principal, North Tyneside College of Further Education, Embleton Avenue, Wallsend, Tyne and Wear. Completed applications should be returned within 14 days of the appearance of this advertisement. (14760) 183-80

JOB OPPORTUNITIES

W. R. TUSON COLLEGE
St. Vincent's Road, Fulwood, Preston
1st September 1981
VOCATIONAL PREPARATION

LECTURER I

S.a.e. for application forms and further details to Chief Administrative Officer, St. Vincent's Road, Fulwood, Preston.

NELSON AND COLNE COLLEGE
Scotland Road, Nelson.
8 Posts — Required 1st September 1981.

1. LECTURER I — ENGLISH AS A SECOND LANGUAGE
Responsibility for full and part-time Courses for 16-19 unemployed Asian and other E.S.L. Students. Should have E.S.L. qualifications and approaching experience.

2. LECTURER I — BUSINESS STUDIES
To teach some of the following modules on B.E.C. National/BEC. General Course: Personnel and Management, Quantitative Methods, Administration in Business, World of Work, Book-keeping, Law.

3. LECTURER I — TO TEACH MATHEMATICS
Honours degree in Mathematics, a teaching qualification and some experience of teaching G.C.E. Advanced level.

4. TEMPORARY LI IN FASHION AND DESIGN
Required for the 1981-82 Academic Year. To teach across many aspects including creative fashion as well as technical crafts.

5. TEMPORARY LI FOR 1981/82 ACADEMIC YEAR
To teach business mathematics and quantitative methods. Basic numeracy industrial/commercial experience advantageous.

6. LI IN HISTORY
To teach History to A and S level in a tertiary college. Good Honours Degree in History, and a teaching qualification.

6. LECTURER I IN HAIRDRESSING
To teach C.&G. Hairdressing to basic and advanced level. Must possess the C&G Advanced Studies Hairdressing Certificate. Mens hairdressing essential.

8. ASSISTANT TUTOR LIBRARIAN LI
Chartered Librarians. Teaching Certificate or experience in academic library desirable.

Forms from/to the Principal at the College. S.A.E. please. TESK183

LANCASHIRE COUNTY COUNCIL

Highbury College of Technology
Portsmouth

Senior Lecturer Computing

To be the Director of the College Computer facility, lecturer in Computing and supervise the development of a central laboratory facility for microelectronics applied to Production Control.

Lecturers Grade II Accommodation Studies

(Department of Hotel & Catering)
To teach Accommodation Studies at advanced level (including the B.A. in Hotel and Catering Management CNAA Degree).

Accountancy/Information Processing

(Department of Hotel & Catering)
To teach Accountancy and Information Processing related to the Hotel & Catering Industry.

Mechanical Engineering

(Department of Mechanical Engineering)
To teach a wide range of subjects, including two or more from Mechanical & Material Science, Fluid Power Systems, Design, to technician and higher technician.

Lecturers Grade I Secretarial Skills

(Department of Business Studies)
To teach Pitman New Era Shorthand, Typing to Advanced standard, Office Practices & Secretarial Duties.

Health

(Department of Health & Community Studies)
One year temporary appointment.
To teach First Aid, GCE 'O' level Human Biology and some other related subject.
Salary Scales:
Senior Lecturer — £9,624 - by 6 increments to £11,328
Lecturer II — £6,462 by 10 increments to £10,431
Lecturer I — £6,034 by 15 increments to £8,658
Appointments will be made on the Lecturers I and II scale to reflect the qualifications and appropriate experience of the candidate.
Above a certain amount of advanced level teaching, a Lecturer Grade II at the top of the scale becomes a Senior Lecturer and passes to the higher salary scale.
Further details and application form may be obtained from the Secretary, Highbury College of Technology, Cosham, Portsmouth. Tel: (0705) 383131 Ext. 247. Closing date for completed applications: 30th June, 1981

TESK181

COLLS OF F.E.
continued

NORTH YORKSHIRE
COUNTY COUNCIL

YORK COLLEGE OF ARTS & TECHNOLOGY

COMPUTER STUDIES, WORD PROCESSING & OFFICE ADMINISTRATION

LECTURER GRADE I IN COMPUTER STUDIES for a vacancy in microcomputer installation.

Applicants should possess an appropriate degree or professional qualification and be competent to teach programming languages, data control techniques and systems analysis. Business or personal experience is desirable and a teaching qualification or related experience would be useful.

Salary in accordance with current Burnham FE scales.

Application forms and further particulars may be obtained upon receipt of a stamped addressed envelope from the Principal, York College of Arts & Technology, Dringhouses, York YO2 1UA, to whom they should be returned within two weeks of the appearance of this advertisement. (14119) 183-80

NOTTINGHAMSHIRE
COUNTY COUNCIL

ARNOLD AND CARLTON COLLEGE OF FURTHER EDUCATION

LECTURER

Grade I £5034-£8658

PRELIMINARY CERTIFICATE IN SOCIAL CARE

Required for 1st September, 1981, or as soon as possible thereafter, to teach the proposed new subjects on the above course. Applicants should have good academic qualifications, preferably in Social Science, and have relevant experience in social work.

COSW. Recent experience in social work is essential.

Salary scale on the salary scale according to qualifications and experience.

Further particulars and application forms are available from the Principal's Secretary, Arnold and Carlton College of Further Education, Digby Avenue, Mapperley, Nottingham, NG3 6DR. (Telephone Nottingham (0602) 783911). Closing date 3rd July, 1981.

BARFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURER

Grade II £6462-£10431

HEALTH

Required for 1st September, 1981, or as soon as possible thereafter to teach health studies as the NVEB course is to be lectured in the teaching of Health Studies. The Health Course is both young and mature students. Applicants must be qualified health visitors and preferably have a Teaching Certificate.

Salary point on the salary scale according to qualifications and experience.

Further particulars and application forms are available from the Principal, Barford Hall College of Further Education, Stockport Lane, Romiley, Stockport, Cheshire SK6 3NB. Telephone: Romiley 3434. Closing date 3rd July, 1981.

CLARENDON COLLEGE OF FURTHER EDUCATION

LECTURER

Grade I £5034-£8658

BAKERY
ALLIED SUBJECTS

Required for 1st September, 1981, or as soon as possible thereafter to teach Bakery work to students on City and Guilds 190 course and Apprenticeship (day release) students. Applicants should have professionally qualified status and preferably teaching qualifications and/or experience.

Application forms and further particulars are available from the Principal, Mr. J. Bowden, Nottingham Road, Nuthall, Nottingham NG16 1DG. Closing date for completed forms 10th July, 1981.

OXFORDSHIRE
COUNTY COUNCIL

OXFORD POLYTECHNIC
SCHOOL OF ART & DESIGN
Headington, Oxford OX3 0BP

LECTURER I IN ELECTRONICS AND ELECTRICITY

Required to teach, mainly and initially, on the Foundation Course. Some school link etc.

Applicants should have sound practical experience and qualifications in Electronics to Technician Certificate level.

Further details and application forms from the Principal.

Closing date for applications: 3rd July, 1981. (14811) 183-80

OXFORDSHIRE
COUNTY COUNCIL

WEST OXFORDSHIRE COLLEGE
Holloway Road
Witney, Oxon OX8 5HH

LECTURER GRADE I IN TECHNICAL MATHEMATICS

Required for September 1981 to teach Technical Mathematics to students on City and Guilds 726 courses and to assist with Mathematics in the Foundation Course.

Salary Scale: £5034 - £8658 p.a.

Closing Date: 30th June, 1981.

Application forms and further particulars may be obtained from the Principal, Mr. Sheffield, to whom they should be returned within 14 days of the appearance of this advertisement. (14760) 183-80

RICHMOND UPON THAMES
LONDON BOROUGH OF
EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

LECTURER I - N.N.E.B. EDUCATION COURSES TUTOR Post 1359.

The successful candidate will teach Education and Child Development (up to 7 years), to full-time students on the College's new two year National Nursery Education Board Course. Candidates should have a degree or nursery teacher qualification and experience of teaching students of 16+.

Salary: £5,034 - £8,658 Outer London Weighting Allowance £468 per annum.

Further particulars and application forms, returnable within two weeks of the date of this advertisement, may be obtained from the Assistant Principal (Administration), Richmond upon Thames College, Egerton Road, Twickenham, TW2 7SJ (tel. No. 01-892-8456 (Ext 47). (17568) 183-80

ROTHERHAM

ROTHERHAM
METROPOLITAN BOROUGH OF
DEPARTMENT OF EDUCATION
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF CREATIVE STUDIES

Required for 1st September, 1981, or as soon as possible thereafter, a lecturer in CATERING SUBJECTS.

To teach on full-time Catering Students of General Catering (GCE 'O' level) and NVEB Courses. Applicants should be suitably qualified, preferably in Food Service, and have the appropriate industrial experience.

Further particulars available from the Principal, telephone Rotherham 60212.

Salary Scale: £3658 p.a.

Closing Date: 26th June, 1981.

Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Principal, Rotherham College of Arts and Technology, Eastwood, Rotherham.

E.W. Kilby, Director of Personal Resources. (14017) 183-80

ROTHERHAM

ROTHERHAM METROPOLITAN BOROUGH OF EDUCATION
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF TECHNOLOGY

LECTURER GRADE I COMPUTER STUDIES

To teach the module 'Information and Organisation' to students on BEC National Certificate and Diploma Courses and Computer based courses. The ability to offer other related subjects would be an advantage.

Applicants for the post should have relevant industrial experience and a degree or other appropriate academic qualification in Business Studies or Data Processing. Further particulars available on request from the Principal.

Salary: £5034 - £8658 p.a.

Closing Date: 30th June, 1981.

LECTURER GRADE I IN ARTS AND CRAFTS

Candidates should have appropriate Art and teaching qualifications. Ability to teach photography in addition to New purpose built facilities available. Further information and application pack from Mr. Wilson, Oxon 383431.

LECTURER GRADE I IN TECHNICAL MATHEMATICS

Required for September 1981 to teach Technical Mathematics to students on City and Guilds 726 courses and to assist with Mathematics in the Foundation Course.

Salary Scale: £5034 - £8658

Closing Date: 30th June, 1981.

Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Principal, Rotherham College of Arts and Technology, Eastwood, Rotherham.

E.W. Kilby, Director of Personnel Resources. (14017) 183-80

ROTHERHAM

ROTHERHAM METROPOLITAN BOROUGH OF EDUCATION
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF TECHNOLOGY

LECTURER GRADE I COMPUTER STUDIES

To teach the module 'Information and Organisation' to students on BEC National Certificate and Diploma Courses and to assist with industrial based courses. The ability to offer other related subjects would be an advantage.

Applicants for the post should have relevant industrial experience and a degree or other appropriate academic qualification in Business Studies or Data Processing. Further particulars available on request from the Principal.

Salary: £5034 - £8658 p.a.

Closing Date: 30th June, 1981.

LECTURER GRADE I IN ARTS AND CRAFTS

Candidates should have appropriate Art and teaching qualifications. Ability to teach photography in addition to New purpose built facilities available. Further information and application pack from Mr. Wilson, Oxon 383431.

LECTURER GRADE I IN TECHNICAL MATHEMATICS

Required for September 1981 to teach Technical Mathematics to students on City and Guilds 726 courses and to assist with Mathematics in the Foundation Course.

Salary Scale: £5034 - £8658

Closing Date: 30th June, 1981.

Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees, should be sent to the Principal, Rotherham College of Arts and Technology, Eastwood, Rotherham.

E.W. Kilby, Director of Personnel Resources. (14017) 183-80

SALFORD

SALFORD COLLEGE OF TECHNOLOGY
Frederick Road, Salford M6 6PU
Phone: 061 736 6541

DEPARTMENT OF ART AND INDUSTRIAL DESIGN

Applications are invited for a post of LECTURER I IN GRAPHIC DESIGN. Duties to commence as soon as possible. Candidates should be suitably qualified.

Salary: £3632 to £11,538.

Further particulars and forms of application can be obtained from The Principal. (14494) 183-80

SANDWELL
METROPOLITAN BOROUGH
WARLEY COLLEGE OF TECHNOLOGY

Principal: J.W. Longdon, M.Sc. Econ., M.I.Mech.E., M.I.E.M.

APPLICATIONS ARE INVITED for the following full-time appointments:

LECTURER GRADE I COMPUTING

Post No. A/17/81/CCA8

Applicants should have substantial experience in the computing field and/or a degree or equivalent qualification incorporating computing.

LECTURER GRADE I PHYSICAL EDUCATION

Post No. A/66/81/GE

In addition to the main specialism of Physical Education, applicants should have the ability to offer General Studies, Communication Studies and English, appropriate qualifications and teaching experience preferred.

* * *

Due to the secondment of a full-time member of staff, the following vacancy arises:

Temporary - 12 months' duration - September 1981 to August 1982

LECTURER GRADE I
Child Care and Health Education

Post No. A/42/81/GE

Applicants should preferably be qualified Health Visitors with experience of health education and some lecturing experience.

* * *

Due to the expansion of provision for the young unemployed, the following additional TEWV PRIMARY staff are required to commence the new term at the College. Please quote application and Reference No. when applying.

Temporary - 4 months' duration - September 1981 to December 1981

No. Temp/MSC/1: 3 — LECTURER GRADE I to teach Retailing, Sales, Reporting.
No. Temp/MSC/2: 1 — LECTURER GRADE I to teach Fast Food Preparation.
No. Temp/MSC/3: 1 — LECTURER GRADE I to teach Plumbing.
No. Temp/MSC/4: 1 — LECTURER GRADE I to teach Bricklaying.
No. Temp/MSC/5: 1 — LECTURER GRADE I to teach Clerical and Office Studies.
No. Temp/MSC/6: 1 — LECTURER GRADE I to teach Carpentry.
No. Temp/MSC/7: 1 — LECTURER GRADE I to teach Engineering Workshop Practice.
No. Temp/MSC/8: 1 — LECTURER GRADE I to teach Computing and Data Processing.
No. Temp/MSC/9: 1 — LECTURER GRADE I to teach Life and Social Skills.

SALARY SCALE: LECTURER GRADE I — £6,034 to £8,658 p.a. in 15 increments.

Please telephone for an application form and further particulars quoting the reference no. to which you are applying. The Principal, Salford College of Technology, Cavendish Road, Smallwood, Sandbach, Cheshire CW11 4AW. Tel. 09367 5581 Extension No. 8.

Closing date for all posts: Monday, 6th July, 1981.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. Canvassing of members of the authority will disqualify.

183-80

SELTON

METROPOLITAN BOROUGH OF EDUCATION COMMITTEE
SOUTHPORT TECHNICAL COLLEGE

Required 1) required:- 1st September, 1981 to share organisation and administration of 2 GCE A Courses and to teach Life and Social Skills.

Application letter with full details of qualifications and experience to G. Bell, Principal, Southport Technical College, Mornington Road, Southport, Merseyside, PR8 2HT. (14119) 183-80

SHEFFIELD

GRANVILLE COLLEGE
Granville Road, Sheffield, S2 2RX
Tel: 0742 768951 ext: 205

Required 1st September or as soon as possible:

No. Temp/MSC/1: 1 — Lecturer Grade I to teach Community Health, Nutrition and Food Science.
No. Temp/MSC/2: 1 — Lecturer Grade I to teach General Care and Practice, Community Care and Primary Health Service and Nursing Studies. Applicants in appropriate subjects may be available with Social Studies, General and Communication Studies to cover 'O' and 'A' level and Liberal Studies.
No. Temp/MSC/3: 1 — Lecturer Grade I to teach Clothing and Textiles.

Temporary — 12 months' duration — September 1981 to August 1982

No. Temp/MSC/4: 2 — Lecturer Grade I to teach Clerical and Office Studies.
No. Temp/MSC/5: 1 — Lecturer Grade I to teach Plumbing.
No. Temp/MSC/6: 1 — Lecturer Grade I to teach Bricklaying.
No. Temp/MSC/7: 1 — Lecturer Grade I to teach Engineering Workshop Practice.
No. Temp/MSC/8: 1 — Lecturer Grade I to teach Computing and Data Processing.
No. Temp/MSC/9: 1 — Lecturer Grade I to teach Life and Social Skills.

SALARY SCALE: LECTURER GRADE I — £6,034 to £8,658 p.a. in 15 increments.

Application forms and further particulars may be obtained quoting the appropriate ref. No. to: The Principal, Granville College, Sheffield, S2 2RX. Tel. 0742 768951 ext. 205.

Closing date for completed forms: 3 July 1981. (14760) 183-80

SEFTON

METROPOLITAN BOROUGH OF SEFTON
METROPOLITAN COMMUNITY COLLEGE
THE HIGH BARNS COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I POSTS FOR THE START OF THE NEW SCHEME COURSE

Applications are invited for 6 new full-time Lecturer Grade I posts in the new Computer Electronics Centre. Successful applicants will be required, from term commencement in September 1981 (but not before), to teach Electronics to students on the various full-time and part-time courses in the Centre. Duties will involve giving instruction in the vocational skills of one of the various craft areas as well as contributing to the general objectives of the Centre.

Applications are welcome from trained teachers and from suitably qualified and experienced untrained applicants who would bring to the programme the full-hearted commitment required.

POST VII: LECTURER GRADE I IN CATERING
POST VIII: LECTURER GRADE I IN CLERICAL DUTIES
POST IX: LECTURER GRADE I IN HOUSE MAINTENANCE
POST X: LECTURER GRADE I IN ENGINEERING
POST XI and XI: LECTURERS GRADE I (ELECTRICAL AND MECHANICAL ENGINEERING)
POST XII: LECTURER GRADE I IN FASHION AND TEXTILES
POST XIII: LECTURER GRADE I IN SEWING AND RELATED CRAFTS

Application forms and further particulars (stamped addressed envelope please) obtainable from The Principal, High Barns College of Further Education, Balliol Road, Bootle, Merseyside L20 7EW, to whom they should be returned by MONDAY, 1st JULY 1981. (14439) 183-80

SHEFFIELD

CITY OF
BRIGHTCLIFFE COLLEGE
Lecturer Grade I in Science.
MPhil to PhD according to age and experience.
To teach mainly Biology and Chemistry to GCE and similar courses.
Application forms and further particulars are available from the Chief Administrative Officer, Stradbroke College, Shirecliffe Road, Parson Cross, Sheffield S5 7AQ (0742 78351), to whom completed forms should be returned within 14 days of the appearance of this advertisement. (18081) 183-80

ST. HELENS
BOROUGH COUNCIL

NEWTON-LE-WILLOWS COLLEGE OF FURTHER EDUCATION
Nursing & Social Welfare Studies Department

TEMPORARY FULL-TIME LECTURER I

Experience teacher required for one year only, commencing 1st September, 1981, to teach Nursing Arts and Development and Community Studies to the Nursing and Midwifery in Social Care, Home Management and Pre-Nursing courses.

Application forms and further particulars may be obtained from The Principal, College of Further Education, Crow Lane East, Newton-le-Willows, Merseyside WA12 9YT. Telephone: Newton-le-Willows 26551. (14920) 183-80

STAFFORDSHIRE

EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I

To teach Theoretical and Practical Aspects of Accommodation Services for the Part-time Catering Industry. Appropriate qualifications and industrial experience essential. Previous teaching experience is desirable but not essential.

ASSOCIATE LECTURER (Half time) LECTURER GRADE II

To teach Subjects to teach full-time and part-time courses in Domestic Cookery and Allied subjects. A teaching qualification and relevant experience would be an advantage, but not essential.

Salary: Lecturer Grade I £6,034 - £8,658 p.a.

Application forms and further details in respect of the above two posts are available from the Clerk to the Governors, Stafford College of Further Education, Earl Street, Stafford, ST16 3AY. (14499) 183-80

SUFFOLK

EAST ANGLIAN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION
PROFESSIONAL ASSISTANT, Salary £7453 (under review).

Required from 1 September 1981 or as soon as possible thereafter. Applicants should have a degree or equivalent qualification, teaching and/or administrative experience in further education desirable.

Personal and application forms from: The Secretary, EARAC, Room 101, 22 Lower Brook Street, Ipswich, Suffolk IP4 1AN.

Closing date for receipt of applications: 17 July 1981. (17984) 183-80

TAMESIDE
COLLEGE OF TECHNOLOGY

Applications are invited for the following posts to commence on 1st September 1981:-

SCHOOL OF ART AND DESIGN

LECTURER I - BEAUTY THERAPY

to teach Beauty Therapy and related theory mainly to full-time students. Appropriate qualifications and teaching experience and professional experience required.

DEPARTMENT OF SOCIAL SERVICE STUDIES

LECTURER I IN HOME SCIENCE

Applicants should possess the Certificate in Education or its equivalent, together with teaching experience at further education level. The person appointed will be required to contribute to first level courses for people wishing to enter the caring professions.

CATERING DEPARTMENT

LECTURER I IN ACCOMMODATION SERVICES

Applications for both posts should have relevant industrial experience and academic qualification in Business Studies or Economics, Law, Accounts, Data Processing, Marketing.

Salary: £6034 - £8658 p.a.

Application forms and further particulars from the Chief Administrative Officer, Wellington Road, Ashton-under-Lyne, OL6 6DN, to whom completed forms should be returned within seven days of the appearance of this advertisement. (17708) 183-80

THE TIMES EDUCATIONAL SUPPLEMENT 19.6.81 71

to teach Accommodation subjects to full time City and Guilds Institute 706 and General Catering students and C & G 706 and Accommodation Services students. Industrial experience in the Accommodation area is desirable and a teaching qualification would be an advantage.

FACULTY OF ENGINEERING

LECTURER I

to teach students on ELECTRICAL INSTALLATION courses. Applicants, preferably teachers trained, should have appropriate qualifications and industrial experience.

DEPARTMENT OF BAKERY

LECTURER I

to teach full and part time students being prepared for C & G 700 Part I, II and III, C & G 121 and C & G 120. The successful candidate will be expected to offer good, relevant industrial experience in addition to acceptable formal qualifications. A City & Guilds 730 and/or experience is desirable.

Application forms and further details can be obtained from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne, OL6 6NX. Applicants are advised to write early as forms will be issued on a first come first served basis.

Closing date for receipt of completed forms: 3rd July, 1981. (14499) 183-80

WARWICKSHIRE

SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The Willows, Alcester Road, Stratford upon Avon, CV37 9QR.
Department of Hotel and Catering

LECTURER I in PROFESSIONAL COOKERY required 1st September 1981. Good trade experience essential. Appropriate City & Guilds qualifications necessary. Salary: Lecturer I £6,034 - £8,658 p.a.

Application form and further details available from the Principal at the College. Closing date 3rd July 1981 (s.a.e. please). (18838) 183-80

WEST BROMWICH

COLLEGE OF COMMERCE AND TECHNOLOGY
Wodon Road South, Wednesbury, West Midlands

MANAGEMENT STUDIES DEPARTMENT
SENIOR LECTURER

Applications are invited from well qualified and experienced people to teach Marketing subjects in the Management Department.

Salary Scale £13141
Application forms and further particulars are available from the Principal at the above address (Tel: 021-569 2244).
Closing Date: July 31st, 1981 (17941) 183-80

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION

Lichfield Road, Sutton Coldfield,
West Midlands B74 2NW Tel: 021-355 5671

Applications are invited for the following posts which become vacant on the retirement of the present holders

COLLS OF F.E.
continued

WEST MIDLANDS

COLLEGE OF TECHNOLOGY
Gloucestfield Road, Solihull, B91 1SB
Lecturers required as below:
ACCOUNTING/BOOK KEEPER/TYPIST COURSE.
LAW, BUSINESS STUDIES (MAIN LY ECONOMICS & ACCOUNTS).
ELECTRONICS.
Forms and details from Principal on receipt of s.a.e. (119811. 193-80

WILTSHIRE - COLLEGES

CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham.

DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
Lecturer Grade 3 in Personnel Management

Ability to be able to teach other subject areas in business or management studies is desirable. Membership of I.P.M. is essential.

Appointment will be from 1st September, 1981, or as soon as possible thereafter.

Application forms and further details available from the Clerk to the Governors, at the College, Telephone Chippenham 36501 Ext. 37. (14478) 193-80

Colleges and Departments of Art

CUMBRIA

Mr. N.J. Philbrook has been appointed to the post of Director of Studies at Cheltenham Ladies College of Education. He takes up his present Head of the Faculty of Mathematics, Science and Social Sciences at Milton Keynes College of Education. He takes up his new appointment in September as successor to Dr. M. Preston who has been appointed Principal of Rolle College, Exmouth. (14407) 191-80

BIRMINGHAM
EDUCATION DEPARTMENT

BOURNVILLE SCHOOL OF ART AND CRAFTS

FULL-TIME LECTURER I
PRINTED TEXTILE/SURFACE PATTERN DESIGN

Required for 1st September 1981, or as soon as possible thereafter, a graduate Lecturer I in Printed Textiles for work with DATEC D4 Foundation and DATEC Vocational Courses. Interest in the broader aspects of Print, Drawing and Fashion will be an advantage, as the post relates to both diagnostic and practical work.

Salary Scale: £5034 - £6658.

For application forms and further details apply to: The Registrar, Bournville School of Arts & Crafts, Linden Road, Birmingham B30 1JX. (14982) 193-80

BROMLEY
LONDON BOROUGH OF

RAVENSBOURNE COLLEGE OF ART AND DESIGN

PART TIME LECTURERS
Fashion and Design History.

The College requires two Part time Lecturers, one in Fashion History (with broad interests in Art and Design History) and one in Design History (19th and 20th centuries with special reference to furniture, product design and ceramics). Each up to 9 hours teaching per week.

Applicants should have teaching and practical experience.

Apply in writing to the Principal, Ravensbourne College of Art and Design, Wallace Road, Chislehurst, Kent BR7 5SN. (18973) 193-80

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW BOROUGH COLLEGE

Part-time Lecturers in Drawing and Painting from 1st September to teach drawing and painting for one days on the Foundation and DATEC Diploma courses in General Art & Design. Graduates with previous teaching experience would be preferred.

Part-time Lecturer to teach Sculpture to full-time DATEC Foundation students, hours by arrangement.

Further particulars from the Head of Department of Art and Design, Hounslow Borough College, London Road, Isleworth TW7 4HS. Tel: 01-568 0244 Ext 221. (14337) 193-80

Polytechnics

KINGSTON

KINGSTON POLYTECHNIC

RESEARCH ASSISTANTSHIP IN EDUCATION STUDIES

Applications are invited for the post of Research Assistant on a project to compare the effectiveness of expository and guided discovery strategies in the teaching of investigatory studies to children of 9-years or age.

The post is particularly suitable for a recently qualified teacher with experience of children in junior/middle schools.

The appointment is for one year and the salary is within range £4684 - £5338 inclusive.

Application forms and further details from Academic Registry Dept AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. 01-549 0566. (14361) 503-80

Universities

READING
UNIVERSITY OF READING

SCHOOL OF EDUCATION
Part-Time Tutor in Science Education

A part time Tutor in Science Education is required on the Postgraduate Certificate in Education Course for two days per week during the term time for the 1981/82 session. The successful application would work closely with the existing full time tutors. Responsibilities would include two afternoons' teaching per week during the autumn and spring terms, preparation of course materials, assessment of students and the supervision of a group of students on teaching practice during the Lent term.

Applicants should be experienced teachers with background in combined and integrated science as well as the main subject specialism. Remuneration will be £5,000 for the session.

Applicants should send a letter of application and curriculum vitae to the Secretary of the School, The University, London Road, Reading, RG1 5AQ, by Friday 3rd July 1981. (13276) 311-80

UNIVERSITY APPOINTMENTS

are also advertised in
TIMES HIGHER EDUCATIONAL SUPPLEMENT which with the world-wide academic readership of the TES which is read in 87 countries every week provides a first-class medium for advertising University appointments, especially in the Arts and the Humanities. Rates (1981) (minimum £8.58), £4.70 a single column centimetre display.

To book advertisement space please contact Miss Marie Corbett, Classified Advertisement Department, The Times Educational Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, WC1X 8EZ. Telephone 01-837 1234, extension 437. (05993) 211-80

Doncaster Metropolitan Institute of Higher Education

DEPARTMENT OF ACADEMIC ARTS

Lecturer I in Geography

To teach in the subject area of Geography with particular reference to urban geography, planning and perception studies.

Applicants should have a good honours degree. A teaching qualification and industrial/commercial experience are desirable.

DEPARTMENT OF SOCIAL AND PERSONAL STUDIES

Lecturer I — Caring Skills

To teach in the field of caring skills including the Preliminary Course in Social Care with responsibility for the day to day operation of the course.

Candidates should have appropriate experience and qualifications and a teaching qualification would be an added advantage.

Lecturer I — Sociology/Psychology

To teach Sociology, Psychology and related subjects on a range of caring skills courses, including the Preliminary Course in Social Care and Pre- Nursing courses.

A suitable qualification would be a degree in Social Sciences with a substantial sociology and psychology content. Teaching experience and a teaching qualification are highly desirable.

DEPARTMENT OF SCIENCE AND MATHEMATICS

Lecturer I in Applied Chemistry

To teach Applied Chemistry on a wide range of courses and to assist with the administration of TEC courses in Physical Science. Higher Certificate and Diploma work may be available for a suitably experienced candidate.

Applicants should be qualified teachers with a degree in a relevant subject.

Salary Scale for Lecturer I — £5034-£6658.

Placing on this scale is dependent upon experience and qualifications.

Please send stamped addressed envelope for application form and post particulars to Staffing Section, DMIHE, Waterdale, Doncaster DN1 3EX.

Closing date for applications is ten days from the publication of this advertisement. TESP227

Colleges of Higher Education

ESSEX

COLCHESTER INSTITUTE
Sheepen Road, Colchester, Essex CO3 3LL
Tel: (0206) 70871

SCHOOL OF HUMANITIES
FACULTY OF CATERING AND HOTEL MANAGEMENT
SCHOOL OF PROFESSIONAL AND MANAGEMENT STUDIES

Retired from September, 1981 or as soon as possible, to teach General Principles of English Law to intermediate level to a variety of courses and Business Law to BEC Higher National Level.

Professional or graduate law qualifications expected.

Teaching experience advantageous.

Salary Scale: Lecturer I £5034 - £6658 per annum.

Further details and application forms obtainable from the Director at above address.

Closing Date: 14 days from date of appearance of this advertisement. (17837) 237-80

BUCKINGHAMSHIRE

COLLEGE OF HIGH EDUCATION
Queen Alexandra Road, High Wycombe, Bucks HP11 2JZ
SCHOOL OF BUSINESS STUDIES

Lecturer II in Business Studies (two posts).

Required for 1st September 1981, or as soon as possible thereafter, suitably qualified and experienced persons to contribute to two or more of the courses offered by the Institute of Bankers, TOPS (Accounting Technicians) and Secretarial.

Applicants should be able to offer two or more of the following subjects: Banking, Law, Statistics, Calculations, Statistics, Commerce, Typewriting, Shorthand, Office Skills, Investment, Management, Practice of Banking, Clerical Studies, Retail Studies.

Salary Scale: £5034 to £6658

Lodging and removal allowance available in appropriate circumstances.

Application forms and further details are available from the Assistant Director. Please enclose s.a.e. (18985) 267-80

ST MARY'S COLLEGE, Strawberry Hill, Twickenham TW1 4SX

St Mary's College Strawberry Hill

This is a Catholic college of higher education with 1,100 students (mixed). It offers Internal B.A., B.Sc., B.H. and B.Ed. degrees of the University of London at Honours level.

Lecturer II/ Senior Lecturer in Movement Studies

Applications are invited from suitably qualified graduates. Candidates must be able to contribute to one or more of the following theoretical areas offered by the Department of Movement Studies:

(a) Sport Psychology; (b) Sport Sociology; (c) Bio-mechanics; (d) The Professional Preparation of Teachers.

A higher degree and research experience would be a considerable advantage as would the ability to contribute to the practical work of the Department. Teaching experience would be desirable but not essential.

The appointment will commence on either 1st September 1981, or 1st January 1982. This post is additional to the one recently advertised. The salary will be in accordance with Burnham Further Education Scales plus London Allowance.

Further details from the Principal to whom applications (there are no official forms) should be sent together with the names of three referees to arrive not later than 10th July 1981, and addressed to The Principal, St. Mary's College, Strawberry Hill, Twickenham TW1 4SX. TESP227

ROYAL COLLEGE OF SURGEONS IN IRELAND

Department of Physiology

READER/ ASSOCIATE PROFESSOR OR SENIOR LECTURER

Applications are invited for the above post.
For further details please write to:
The Registrar
Royal College of Surgeons in Ireland
123 St Stephen's Green, Dublin 2.
Completed applications must be received by 5.00 p.m. on Monday, 20th July 1981. TESP311

BOURNVILLE
SCHOOL OF ART AND CRAFTS

Linden Road, Bournville, Birmingham B30 1JX
Tel: 021-472 0953

HEAD OF DEPARTMENT OF FINE ART
(Grade III)

Applications are invited from suitably qualified and experienced persons for this post which will become vacant on 1 January 1982 on the retirement of the present holder.

The College is involved in Full-time and Part-time work including DATEC diploma, foundation and City & Guilds.

Salary scale: £11,817-£13,203.

Further details and application forms are available from the Principal, and are returnable by Friday, 10 July 1981.. TESL192

BIRMINGHAM
CITY COUNCIL

NORFOLK COUNTY COUNCIL

Norwich School of Art
St Gabriel Street
Norwich
Norfolk NR2 1BB

Applications are invited for the following full-time posts.

1. Lecturer Grade II in Graphic Design: BA Course
Professionally qualified Graphic Designer, preferably with some teaching experience to Degree level.

2. Lecturer Grade II in Foundation Course Studies
Candidates should be artist-designers preferably with an established interest in textile printing and allied printing techniques.

Salary: Lecturer Grade II scale: £6482-£10,431.
Further particulars can be obtained by forwarding SAE to: The Chief Administrative Officer at Norwich School of Art. Applications close within 14 days of the appearance of this advertisement.

Opportunities for full-time or part-time postgraduate studies in
ECONOMICS and ECONOMIC HISTORY
at the UNIVERSITY OF SALFORD
MSc in PUBLIC SECTOR ECONOMICS

(1 year full-time, 2 years part-time day release taught course)
Designed for economists working in the public sector and teachers in Further Education interested in this area.
Subject studies include Economic Theory and Public Economics, Quantitative Methods, Macroeconomic Policy, Fiscal Federalism, Government and Industry, Public Enterprise Economics. The part-time course required one day's attendance per week.

MSc/PhD RESEARCH
(full-time or part-time)
Research Interests Include:—

Macroeconomics
Monetary Economics: Consumption, Investment, Fiscal Policy, Inflation in Open Economies

Industrial Economics
Technical Change, Corporate Takeovers, Industrial Industries

Economic History
19th Century British Economics in Empire in South Africa, West Africa, United States, Labour and Services in pre-Industrial Europe.

Public Sector Economics
Local Government Economics and Fiscal Federalism, Public Enterprise Behaviour and Efficiency.

International and Regional Economics
International Money, The EEC, Regional Unemployment.

Development Economics
India and West Africa

Further details from: The Administrative Officer, Department of Economics, University of Salford, Salford M5 4WT. TESN311

The POLYTECHNIC WOLVERHAMPTON

LECTURER II/ SENIOR LECTURER
IN MODERN LANGUAGES

To teach French; ability to teach a second language, preferably Russian, advantageous. Required from 1st September, 1981 or as soon as possible thereafter.

Application forms and details from Staffing Officer, Polytechnic, Wolverhampton WV1 1SB. (0902 710654 Ansaphone).
Closing date: 26th June, 1981. TESN311

COLLS OF H.E.
continued

KINGSTON

KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ

DEPARTMENT OF BUSINESS

PRINCIPAL LECTURER IN ACCOUNTING/DEPUTY HEAD OF DEPARTMENT

Post No. T/81/7.

Required for 1st September or as soon as possible thereafter.

Applications are invited from suitably qualified and experienced persons for the above post. Applicants should be able to work within the areas of Financial Accounting and Business Studies and also have the ability to join one of the following: Public Sector Accounting, Auditing, Quantitative Methods, Financial Management or Taxation. They will be involved in teaching Professional Accounting courses at all levels and also in the BEC National programmes. Applicants should have relevant teaching experience and be willing to participate in Further Education/Higher Education work. Membership of a relevant Institute and possession of an appropriate degree would be an advantage.

Salary scale £11,898 to £13,887 (or £14,856 plus Outer London allowance of £498 per annum.

Further details and application forms (returnable by 30th June or the latest) from the Assistant Principal (Personnel), Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames, Surrey, KT1 2AQ. Telephone 01-546 8151 Ext. 215. (17689) 257-80

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
Head of Department Grade 4
CITY INSTITUTE OF FURTHER EDUCATION
Woodhouse, Hillfield Lane, Leeds LS6 4LQ
Woodhouse Street
Woodhouse Centre
THORP ARCH
THORP ARCH CONFERENCE CENTRE, THORP ARCH

An EDUCATION OFFICER is required to take up appointment on 1st September 1981 at the above institutions. The post is one of a total of 21. A new purpose built education centre is being developed and will be extended to provide a residential conference centre. The person appointed will be in charge of the Centre and will be responsible for the day to day administration of the Centre. He/she will be an active participant in developing a wide and appropriate educational programme

OVERSEAS
continued

GREECE
Qualified experienced, graduate E.F.L. teacher required by major English School.
Write with c.v. photo tel. no. to Mrs. Papoulakou, 13 MacMillan Street, Patissia, Athens. Tel. 30-13-477. (06680) 311-80

GREECE
Experienced female E.F.L. teacher start 1st August. One year contract in English Language Institute. Tripolis, Greece.
Send letter of application plus two full-length photos and telephone number to representative, Susan Moller, Green Haze, Forest Road, Wokingham, Berks, England. (178051 311-80

ITALY
Large school of English as a Foreign Language, also using English Teaching Theatre, requires EFL teachers. Applicants should have a degree or teaching certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the International Phonetic or equivalent English teaching diploma.
Salary: 4,000,000. Italian lire net for eight months contract. Benefits: free shared furnished accommodation; water, gas and electricity paid; passage paid from Britain.
Interviews will be held in London from August 10th to August 21st.
Please apply with C.V., photo and two references to: The Director, Lord Byron College, Via Sparano 102, Bari, Italy. (15688) 311-80

ITALY
International School of Milan, Italy, require a Chemistry teacher to 'A' level from September. Interviews to be held in London early July.
Send c.v. and references to Dept. Milan, European Council of International Schools, 18 Claremont Road, Surbiton, Surrey KT6 4QR. (14009) 311-80

ITALY
ANGLO ITALIAN ASSOCIATION
BOLOGNA
Experienced and qualified E.F.L. teachers required for academic year 1981-82. British and Irish nationals only. 8 month contracts.
Applications with c.v., photograph, telephone number, names of two referees and copies of any testimonials or TEFL certificates to: The Co-ordinator of Studies, British Institute, Via Santo Stefano 11, 40125 BOLOGNA - ITALY. (14008) 311-80

KENYA
GREENFIELDS COLLEGE
Kitale, Kenya.
We need intelligent young men and women to teach Arts and Science subjects up to 'A' level in a mixed full residential Independent Public School and its Associates.
Candidates must be at least graduates, need not be trained but should have an aptitude for teaching.
SALARY - £3000 p.a. (tax free) plus free housing accommodation, light, water and free meals from the school kitchen and a free return passage.
Ring - Mrs. Shossi on 01-574 6939 for an appointment. Interviews to be held on 20 and 21st June at 5A South Road, Southall, Middlesex. Candidates should bring written bio-data with them. (15903) 311-80

KENYA
NAIROBI ACADEMY (KENYA)
STAFF VACANCIES will occur in January 1982 for:
Music teacher: recorder & choir experise essential. English/French graduate, experienced to A Level G.C.E. Mathematics/Science graduate, experienced to A Level G.C.E. Experienced Prep. School teacher for upper school.
Kindly write for detailed information to: The Headmaster, 1 Park Rd., Harrogate. (14083) 311-80

FINLAND
3 experienced EFL teachers to join the spoken English Team, teaching in business life in Finland, from mid-August 1981.
Please write, with recent photograph, to STUDIO POLLAND, Tohlopinkatu 44 C 14, 33310 Tampere 31, FINLAND. (14955) 311-80

GREECE
Qualified English Teachers to work in Athens October 1981 to May 82. Apply sending CV and photo to Mrs. M. Pantazopoulou, 5 Evrou Kolonos, Athens, Greece. (14981) 311-80

ITALY
English Teachers required. Milan and Trieste. No Recruiters please. Outgoing personality essential. C.V. + Photo. Telephone number. 445 Edgware Road, London NW9. (14323) 311-80

THE BELL SCHOOL OF LANGUAGES
Requires MALE TEACHERS to work on short-term contract in SAUDI ARABIA beginning in early AUGUST 1981.
For further details, please contact: Lewis Keay, The Old Bank, 49 Church Lane, London, N14 6NW. (15816) 311-80

Educational Posts Overseas.

THE BRITISH COUNCIL

ANGOLA
2 Senior Teachers of English
4 Teachers of English
National Language Institute, Luanda
Reference: 81 A 62-57

The National Language Institute was founded in 1978 and runs a variety of English courses for personnel nominated by Ministries and parastatal institutions, including courses for translators and interpreters. It is hoped over the next few years to substantially develop these courses.

The job: To develop and teach the basic courses the institute offers and devise new curricula. To plan a basic teacher training programme for future teachers and teacher trainers for the Ministry of Education and the Institute. To develop the course programme beyond the intermediate level for those requiring further specialisation in English, eg Translators and Interpreters.

Qualifications: Senior Teachers: Candidates should have a Masters degree in Applied Linguistics or equivalent, plus at least 5 years experience in TEFL, including some teacher training and preferably some translation training. A knowledge of Portuguese would be useful.
Teachers: Candidates should have an honours degree, RSA TEFL or postgraduate TEFL qualification and at least 3 years TEFL experience.

Salary: Total emoluments will be approximately as follows, according to qualifications and will include a local salary in Angola and a tax free, sterling subsidy.
Senior Teachers: £16,000 to £17,000
Teachers: £10,800 to £12,600

Benefits: Free furnished accommodation. Baggage entitlement on arrival and termination; air fares to and from post for postholder and family; annual fare-paid leave; 3 year contract.

Starting date: September 1981 or as soon as possible thereafter.

EGYPT
ELT Adviser
El-Zawia El-Hamra Technical Teacher Training School, Cairo
Reference: 81 K 28

The job: To develop a 5 year technical syllabus, comprising a 3 year general English followed by 2 year ESP reading skills course for this newly established institution. This will involve adaptation of existing materials written for a similar institution in Egypt; provision of materials for the schools specific needs; training ELT staff to use the materials; selection/editing of ESP textbooks; outward dissemination of the materials to Kobba and Dar el Salaam Technical Schools. Seminar training for ELT staff in these three schools; provision of additional ELT training for technical teachers due to study at Oldham Technical College, Lancashire and general teaching duties for up to 18 hours per week.

Qualifications: Degree, MA in Applied Linguistics or a 1 year postgraduate Diploma in TEFL plus 5 years experience including ESP materials writing and teacher training. Candidates, preferably male, aged 30-50, must be UK citizens with a British educational background.

Salary: £8,867-£10,717 pa.

Benefits: Salary and allowances free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's educational allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contract: 2 years initially with the British Council.

ITALY
2 Teachers of English
British Council Centre, Milan and Rome
Reference: 81 D 27-28

The job: To teach English as a foreign language from beginners to Advanced level students for 35 hours per week including 24 contact hours, to assist in Administrative duties and the preparation of course programme and materials.

Qualifications: First degree or teachers certificate, TEFL qualification and two years experience, preferably in TEFL.

Salary: £4,377-£8,117 pa.

Benefits: Local allowance £600; employer's share of superannuation; medical scheme; fares and baggage allowances on appointment and termination; 45 working days leave per annum; two year contract, renewable.

Starting date: 1 September 1981.

ITALY
Young Learners Course Coordinator
British Council Centre, Naples
References: 81 D 29

The job: To teach English as a Foreign Language to 8-16 year old from beginners to lower intermediate level for sixteen hours per week; to plan supplementary materials and monitor their effectiveness and coordinate the work of about six teachers involved with the age range.

Qualifications: Teaching qualification with reference to junior or middle school; experience teaching 8-16 year olds; 2-3 years general TEFL experience; a good knowledge of Italian. Knowledge of the Italian State School system is desirable.

Salary: £4,377-£8,117 pa.

Benefits: Local allowance £600; employer's share of superannuation medical scheme; fares and baggage allowance on appointment and termination; 45 working days leave per annum; two year contract, renewable.

Starting date: 1 September 1981.

POLAND
Assistant Director of Studies
Language Centre for Academic Staff, Jagiellonian University, Krakow
Reference: 81 B 62

The job: To teach English language and to assist in the running of ELT courses for academic staff.

Qualifications: Degree in English or Modern Languages, TEFL qualification and at least 3 years TEFL experience.

Salary: 7,500 zloty per month (approx. 71z = £1). Sterling subsidy of £3,618 per annum paid in Britain.

Contract: One year renewable.

Starting date: Mid-September 1981.

PORTUGAL
Lecturer Supervisor
British Council Institute, Lisbon
Reference: 81 D 36

The job: Duties will include teaching English for a minimum of 6 hours a week; supervision of teacher: responsibility for acting as Leader of Institutes Evaluation Group and as a member on the RSA Certificate course.

Qualifications: Candidates should hold a degree in English or modern languages, postgraduate TEFL or RSA Certificate in TEFL with substantial relevant teaching experience. Previous experience as Lecturer Supervisor and in preparing teachers for RSA examination an advantage.

Salary: 490,000-682,000 escudos pa (£3,888-£7,000 approximate current sterling equivalent).

Benefits: Fares paid; baggage allowance £125. Two year contract with the British Council Representative, Portugal.

Starting date: 1 September 1981.

QATAR
Assistant Director of Studies
British Council Centre, Doha
Reference: 81 D 25

The British Council Centre was opened in 1976 and now has an enrolment of approximately 800 students. There are two 16 week terms for 32 classes meeting for 4 hours per week. The student age range is from 15-60 from beginners up to first certificate level. The Centre has a full range of equipment including a language laboratory and video facilities.

The job: The Assistant Director of Studies will be directly responsible to the Director for the professional management of the Centre; the duties will include supervision of placement testing and registration of students, course — co-ordination and syllabus design; in-service teacher training and 4-8 hours of teaching per week.

Qualifications: Candidates should be graduates with a postgraduate qualification in TEFL and a minimum of 3 years relevant experience including some teacher-training.
NB: A teaching couple is preferred for the post. The spouse will be offered a local contract to teach at the Centre for 16 hours plus 4 hours administration.

Salary: Riyals 4,000 per month for 9 months per annum.

Salary: Riyals 5,500-8,500 per month (= £7,784-£9,176 pa) depending on qualifications and experience.

Benefits: Free fully furnished accommodation including water and electricity; return air fares annually; 6 weeks leave; free medical treatment.

Contract: 2 years.

Starting date: 1 September 1981.

YOGOSLAVIA
Lecturer in English
University of Sarajevo
Reference: 81 B 61

The job: To teach English (phonetics, conversation and composition) to undergraduates.

Qualifications: Candidates should have a degree, plus PGCE and a formal qualification in TEFL.

Salary: Local salary of 7,500 Dinars per month (72 Dinars = £1). Sterling subsidy of £2,345 per annum paid in Britain.

Contract: 1 year renewable.

Starting date: September 1981.

Key English Language Teaching Scheme.

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in Key posts in 40 countries.

ZAMBIA
Adviser in Primary English, Curriculum Development Centre, Education Services Centre, Lusaka
Reference: 81 K 30

The job: To evaluate and revise the Zambian Primary Course English component and develop new instructional material for the revised course in accordance with the recommendations of the Zambian Educational Reforms document.

Qualifications: Candidates, preferably aged 30-50, must be UK citizens with a British Educational background. They should have a first degree, preferably in English or a Foreign Language, plus an MA in Applied Linguistics or a one year University Diploma in TEFL. 5 years TESL/TEFL experience overseas including African and some at Primary level.

Salary: £11,125-£13,827 pa.

Benefits: Salary and allowances free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's educational allowance and holiday visits; free furnished accommodation with allowance; medical scheme; baggage allowances; paid leave.

Contract: 2 years initially with the British Council.

INDONESIA
Co-Director, Language Centre, Hasanuddin University, Ujang Pandang
Reference: 81 K 31

The job: To design materials for English in other faculties, to run orientation courses for the University's ELT staff in order to introduce new materials and generally upgrade teaching proficiency; to train staff from other Indonesian universities; to prepare materials for language laboratory and self-access purposes, to provide entry and exit tests for the university's own courses.

Qualifications: Candidates, preferably aged 30-45, must be U.K. citizens with a British educational background. They should have a first degree, plus an MA/MSc in Applied Linguistics or a one year University Diploma in TEFL. Five years relevant teaching experience in intensive EFL overseas is essential.

Salary: £11,842-£13,827

Benefits: Salary and allowances free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's educational scheme; baggage allowance; paid leave.

Contract: 2 years initially with the British Council.

Starting date: September 1981.

Closing date for applications: 3 July 1981.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.
TES/311

THIS JOB COULD BE YOURS

TEACHERS of E.F.L. in ITALY

Teachers planning to begin or further their careers in Italy may like to get in touch with the advisory service of:

A.I.S.L.I.
(Associazione Italiana Scuole di Lingua Inglese)

A free Association of private schools interested in raising professional standards in T.E.F.I. in Italy.

The A.I.S.L.I. advisory service will inform interested teachers of what working in Italy involves generally and, in particular, of the minimum staff conditions laid down by A.I.S.L.I. for member schools.

There is no charge for this service. For information write to:

The Secretary, A.I.S.L.I., Via Borgospesso 17, Milan 20121

TES/311

OVERSEAS
continued

INDONESIA
BLT Organisation seeks 6 instructors for 2 year contracts.
Post A: 13 vacancies: Teach general English to Chines teenagers & Adults. 31 hrs/week incl prepn time.
Qualifications: Teaching certificate & degree. Salary: Rp. 470,000 mth. (Under 25 Rp.580,000 mth).
POST B: (1 Vacancy): Teach technical E.S.P. in Jakarta & environs.
Qualifications: Teaching certificate & technical training experience. Formal ELT training an advantage.
Salary Rp.700,000 - 1,000,000 mth.
POST C: (2 vacancies): Teach in-house company staffs.
Qualifications: Minimum 1 yr experience, admin. Skills, teaching certificate.
Salary: Rp.550,000 mth to start. T.A.C. 5% assistance with housing. Return airfares.
Post A & C offer excellent promotional prospects to well-starters who prove their worth.
APPLICATIONS: By express airmail to: The Director, Executive English Programme, P.O. Box 4147, Jakarta, Timur, Indonesia (enclosing photo, C.V. & cassette raising specific contractual questions). (18095) 311-80

CURRENT VACANCIES
EFL summer courses July only in Malvern, Sept/Oct EFL in Spain and Italy. Junior English, plus German or French; cv to Abbott Agency 3 Draycott Place London. (ring callers), details 01-828 6175. (14310) 311-80

MUSCATOMAN
Immediate vacancies for fully qualified teachers of English as a foreign language. Very good conditions and salary. Spald leaves per year plus free accomodation. Please send your CV with full details and photograph to The English schools Limited, POBox 3961, Ruwi, Muscat, Sultanate of Oman (14440) 311-80

LESOTHO
MACHABENG (INTERNATIONAL) HIGH SCHOOL
Maseru, Lesotho

Requires for August 1981 and January 1982 fully qualified teachers of Physics, Modern Languages, Mathematics and English, to teach their respective subjects up to 'O' and 'A' Level in this expanding international day school (the school takes 250 pupils in the capital of Lesotho). The appointments in Mathematics and Modern Languages may be filled by Heads of Department posts for suitable applicants.

Contracts 2 years renewable. Benefits include air fares, baggage allowance, subsidised housing, medical cover, 22% terminal gratuity (tax free). Salary in the range 7000 - 10000 Rand per annum depending upon qualifications and experience.

Applications and photograph with full CV and references to: The Headmaster, Machabeng High School, Box 1310 Maseru 100, Lesotho to arrive no later than 3 July. Interviews will be held in London for all posts in July. (18659) 311-80

MALAGA
International College Spain. Malaga, requires a History/Religion teacher to 'O' level, start October. Interviews to be held in London early July.

Send c.v. and references to Box 1C, European Council of International Schools, 18 Claremont Road, Surbiton, Surrey. KT6 4QR. (14008) 311-80

MOROCCO
Morocco, Rabat small house with garden 5 mins walk centre and medina seeks 2/3 resident TEFL/Drama lovers only. Write Mrs. Bentley, British Council, Tangier. (14009) 311-80

COLLEGE OF EDUCATION, UYO
Cross River State, Nigeria

Applications are invited from suitably qualified candidates for the following posts in the College of Education, Uyo, Cross River State, Nigeria:

Schedule of Appointments:

Appointment	Subject
Senior Lecturer	English Language
Lecturer I	English Language
Senior Lecturer	English Literature
Lecturer I	Home Economics
Senior Lecturer	Home Economics
Senior Lecturer	Integrated Science
Lecturer I	Mathematics
Lecturer I	Stenography
Senior Lecturer	Stenography
Lecturer 2	Accounting
Lecturer 1	Accounting
Lecturer I	Religious Studies
Senior Lecturer	Religious Studies
Lecturer 1	Commerce (General)

Qualifications:
Lecturers are required to meet the needs of expanding academic programmes of the College of Education, Uyo. For academic subjects, a good Honours Degree from a recognised University is required, normally plus a higher degree. Evidence of research and publications are usually required at the Senior Lecturer level. For practical subjects comparable qualifications and experience are expected.
Appointments may be made in Principal Lecturer level (the level above Senior Lecturer) where suitable candidates are available. At that level, at least 8 years of post-qualification teaching experience is required, plus evidence of research and publication.

Salary Grades:
Lecturer 2 — N336 No. per annum.
Lecturer I — N1140 No. per annum.
Lecturer I — N1140 No. per annum.
Senior Lecturer — N1668 No. per annum.

Conditions of Arrangement:
Non-Nigerians are appointed only on Contract for two years in the first instance, renewable by mutual consent.
Passages are paid for appointee, wife and up to four children under the age of 18.
Furnished quarters are provided at highly subsidised rent, and free medical service is available. Free passage is also provided at the end of the Contract. Contract staff are permitted to transfer a good percentage of their earnings to their accounts in their home country.
Further details and application forms should be obtained, telephone, telegram or urgent mail from:

Kenford Associates,
The Shallings, The Street,
Wonersh, Guildford,
Surrey GU5 0PE, ENGLAND.
Telephone: Guildford (0483 STD) 895476.
Telegrams: KENFORD GUILDFORD.
Telex: 21139 Reference 1485.

Completed application forms must be received by 17th July 1981. Interviews will take place during the third week of August 1981.
TES/311

MINISTRY OF DEFENCE
Service Children's Education Authority

Senior Teaching Appointments in The Federal Republic of Germany for January 1982

1. The Ministry of Defence invites applications from appropriately experienced teachers for the following posts which are to be filled for the Spring term 1982:

HEADTEACHER
Slim Primary School, Hohne (Group 4)
Slim School, which was opened in 1977, is of open plan design. There are currently 230 pupils on roll and a staff of 12.

DEPUTY HEADTEACHERS
Dalton Middle School, Dusseldorf (Group 6)
The successful candidate will be capable of taking a major role in the continuing development of this well established 9-13 Middle School and have a proven record of teaching and administrative ability with particular expertise in the Middle Years of schooling. The Deputy Head has responsibility for the day to day running of the school and is expected to make a major contribution to the regular planning meetings or senior staff.
Oxford Primary School, Munster (Group 6)
Oxford School is traditional in design with a staff of 18 and 396 pupils currently on roll (it is anticipated that the roll will increase slightly in the next academic year). An interest in teaching upper juniors and in language development would be an advantage but is not essential.

2. **SALARY** is in accordance with Burnham Scale. In addition the London Area Allowance of £769 per annum is payable. **FOREIGN SERVICE ALLOWANCE** a tax free allowance is payable. **SUPERANNUATION** normal rights are safeguarded. **ACCOMMODATION** is provided rent free. **DURATION OF ENGAGEMENT** initially for a period of 3 years.

3. All applicants should be normally resident in the United Kingdom. Teachers do not serve in Service Children's Schools overseas after the age of 50 and, therefore, should be under 47 years at the commencement of the engagement.

4. Requests for an application form and further details about these posts should be made to:

Ministry of Defence, CM(S)4L, Room 343, Lacon House, Theobalds Road, London WC1X 8RY.

SCEA

or by telephoning on 01-430 6504 or 6867

5. The closing date for completed application forms is 10 July 1981.

TES/311

State of QATAR
SCIENCE TEACHER
Ministry of Education & Youth Welfare.

Our Client, the Government of the State of Qatar, is urgently seeking a Science Instructor to work within the Training and Career development Department based at the Regional Training Centre in Doha, the State Capital.

Candidates must be teacher trained science graduates with a minimum of 3 years teaching experience to C.S.E. (O) level and/or (A) level standard or equivalent and with proven ability to teach up to at least (O) level Physics and Chemistry. A knowledge of spoken Arabic and previous industrial experience will be a distinct advantage.

The initial bachelor or married status contract is for 3 years, renewable by mutual agreement and the benefits package includes a competitive Tax Free salary • a gratuity of one months salary for each year of service • free, air conditioned accommodation with free electricity and water • interest free Car Loan • Car running allowance • sixty days leave per annum with family return air passages to the UK • free medical care • free primary education at local schools and a generous allowance towards secondary education.

Final interviews will be held in the UK by the Principal of the Centre in late July therefore suitably qualified and experienced candidates are asked to submit a full career history supported by copies of their educational and professional certificates together with a recent passport sized photograph, in strictest confidence and, as soon as possible to the Management Selection Division.

SCOTCONSULT LTD.
Management and Resource Development Consultants
44 North Castle Street Edinburgh EH2 3BN, Scotland
Telephone 031-225 6696

TES/311

Teachers experienced in English as a Foreign Language needed now!

Have you just returned from teaching abroad? If so, why not go to Malaysia with the Centre for British Teachers after a summer break. This is the third year of the Centre's contract with the Malaysian Government and we are now recruiting 70 teachers to join the 150 already teaching English in Lower Secondary Schools.

Working in Malaysia you will enjoy a pleasant life style. Most of the posts this year are on the beautiful East Coast, set in the state of Johore. You will have the opportunity to improve your professional skills in teaching English as a Foreign Language. Centre teachers are already writing teaching materials relevant to the Lower Secondary syllabus and are working closely with Malaysian colleagues to develop this. The Course arranges conferences and seminars on professional topics and publishes a newsletter full of teaching ideas.

The Centre also provides a total plan of support which is available when you need it.

- A full Briefing in Britain for teachers and their families.
- A 6-week Orientation Course in Malaysia, including intensive tuition in Bahasa, and detailed guidance on social and professional conduct in the country.
- An extensive welfare network including help with finding accommodation, medical benefits and regular social meetings of Centre teachers.
- Payment of fares, family and baggage allowances.
- Resettlement advice at the end of the contract.

CONTRACTS: Contracts run from 1 November 1981 until 31 December 1984, with the option to terminate in December 1984.

SALARIES: Attractive salaries in a country which offers a good standard of living. A generous gratuity of 2 months salary for every year's service completed is payable at the end of the contract.

QUALIFICATIONS: Applicants should have:
- A University degree
- A post-graduate teaching qualification
- A minimum of 3 years' TEFL experience, or 5 years' teaching of which 2 should be in TEFL

If you have these qualifications, write or telephone for an application form and further details to:
The Centre for British Teachers (TM6), Quality House, Quality Court, Chancery Lane, London WC2A 1HP.
Tel: 01-242 2982.

SPAIN
MALE TEACHERS of ENGLISH required for language school. To commence mid-September.
Qualifications preferred: contact Miss J. Rodney, 36 Cranbrook Road, London, W.4. Tel: 01-995-8844. (07681) 311-80

SPAIN
Private School requires qualified Primary Teacher. Beginning September.
Send curriculum vitae to: The English School, Cura, 3 Marvel Joch, Zaragoza, Spain. (15905) 311-80

SPAIN
Urgently required experienced T.E.F.L. Teacher. (Min 2 yrs) Qual. R.S.A. etc.
Those interested in working in Spain send curriculum vitae at once to Sean Lynch, Linguaser, General Sanjurjo 9, Bajo-D, Oviedo, Spain. (11855) 311-80

TEFL VACANCIES ABROAD
For details of our recruitment scheme for those qualified to teach English to adults (or to train others to do so), together with details of open weekend TEFL training courses in London and Lancaster in July, August and September, please write briefly, (a) quoting this advertisement, and (b) enclosing a first, or second class postage stamp (international reply coupons if abroad) to: TEFL Appointments, Dept. TES, PO Box 63, Canterbury, CT1 1BX. Please note: we regret we are unable to deal with telephone enquiries or personal callers. (17808) 311-80

CHRISTIAN TEACHERS needed for secondary schools in Africa and Bangalore (teaching in some). Vera Quiose (Volunteer Service Overseas), Volunteer Missionary Movement, 157 Waverley Road, Kenton, Essex HA3 7PX. (10059) 311-80

THIS JOB COULD BE YOURS

QATAR
Teachers of English for Government Junior & Senior Secondary Schools
Reference: 81 A 43-46

The Job: The Ministry of Education requires 6 English Language teachers for secondary schools in Doha, the modern capital of Qatar in the Arabian Gulf.

Qualifications: Candidates should be UK citizens with a predominant British educational background. Married teaching couples only will be accepted. They should have a degree in English/Modern Languages or a teaching certificate, and some experience of teaching English as a foreign language.

Salary: QR 54,000 pa including car allowance (£6826.80 pa at £1 = QR 7.91). There is no local tax and the salary is fully convertible into sterling. Annual increments of QR 150 per month.

Benefits: Free furnished accommodation including water and electricity; interest free car loan of QR 16,000; baggage allowance on appointment and termination. Free medical scheme; return air fares; free return annual air passage to UK for wife and up to 3 children; 2½ months paid summer leave; 2 weeks mid year leave; 3 year contract renewable; terminal gratuity of one months' salary for each year of service; contribution to children's fees at local British Community School (age 5-16). Local contract guaranteed by the British Council.
Applications should arrive as soon as possible.

Starting date: September 1981.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

THIS JOB COULD BE YOURS

London Borough of Havering

Education Department

Senior Careers Officer (FE/HE)

Grade A.P.S.
Salary £7,353-£7,821

The officer appointed will specialise in careers guidance work among FE/HE students and also be responsible for managing the Careers Resource Centre which is based at Havering Technical College. The post requires a well-qualified and experienced careers officer who is knowledgeable about the future and higher education sector and also familiar with current developments in the field of careers education.

Application forms and further details obtainable from (s.a.e. please) The Director of Educational Services, Mercury House, Romford RM1 3DR (reference AJP/PAT) to whom they should be returned not later than 10th July 1981.

TES2321

DEPARTMENT OF EDUCATION AND SCIENCE

HM Inspectors of Schools

SECONDARY EDUCATION — CLASSICS

Applications are invited from men and women, preferably aged between 36 and 45, for appointment in England as HM Inspectors, combining general duties with specialist work in Classics. Candidates should have a good academic qualification, experience in teaching one or both Classical Languages and some form of Classical Studies at a variety of levels in either or both the maintained and independent sectors, and knowledge of recent developments in classics teaching and examining.

Starting salary within the range of £12,326-£17,506 (higher in London). The salary scales are, however, under review. Higher posts are filled by promotion.

Application forms (to be returned by 17th July 1981) and further information may be obtained from Miss J. D. Church, Department of Education and Science, Room 1002, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222 Ext 2237. Please quote 1/81E.

TES2321

DURHAM COUNTY COUNCIL

SUBJECT ADVISER FOR PHYSICAL EDUCATION

Salary: Soulbury Group 8 (£12,540-£13,650)

Applications are invited from suitably qualified and experienced persons for this post in the Authority's Advisory Service. The successful candidate's main responsibilities will be to advise on matters relating to boys' physical education and outdoor pursuits.

Application forms and further details may be obtained from the

Director of Education,
County Hall, Durham.

Stamped addressed envelope required.
Closing date: 3rd July, 1981.

TES2321

SHEFFIELD EDUCATION DEPARTMENT

Careers Service, AUEW House, Furnival Gate, Sheffield 1

CAREERS OFFICER (DEPUTY TEAM LEADER)

APS — £6870-£7338

A qualified and experienced Careers Officer is required to work in a team consisting of 7 Careers Officers including the Team Leader. The team is responsible for vocational guidance in comprehensive schools, 6 colleges of further education, for the continuing guidance of employment of young people who have left full-time education and for work with employers.

The Deputy Team Leader will have a reduced case load and be responsible for the team in the absence of the Team Leader as well as for the co-ordination of particular aspects of the team's work.

The Sheffield City Council is an equal opportunities employer. Consideration will be given to all applicants with the right kind of experience and qualifications regardless of handicap, sex or race.

Application forms and further details are available from the Chief Education Officer (ref. 57/PICW), Education Department, Leopold Street, Sheffield S1 1RJ to whom completed applications should be returned within 14 days of the appearance of this advertisement.

TES2321

Administration

Local Education Authority

BUCKINGHAMSHIRE
COUNTY COUNCIL
SENIOR ADVISER (FURTHER EDUCATION)
Aylesbury, Bourbury HT Group II (£15,585 - £16,689 p.a.)
This post carries major responsibilities in 16 - 19 education. Applicants should have substantial experience at a senior level with 16 plus students in Further Education, experience in school and/or advisory work will be an added advantage.
The essential car user allowance payable and car loan scheme available. 100% removal expenses, lodging allowances and assistance with legal expenses payable in approved cases.
Application forms and further details from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of s.a.e. (17978) 391-80

CAMBRIDGESHIRE
PETERBOROUGH TECHNICAL COLLEGE
Required 1st September, 1981, PURCHASING OFFICER, to be responsible for the purchasing of supplies and services for all sections of the College.
Applicants must be capable of using initiative and generally have had some purchasing and supply experience.
Salary according to Administrative and Professional Scale 3, commencing at £5,268 and rising by annual increments to £6,961.
Application form and further particulars obtainable from the Chief Administrative Officer, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ, to whom completed forms should be returned as soon as possible. (18576) 321-80

CLEVELAND
COUNTY OF
EDUCATION DEPARTMENT
ART ADVISER
£14,385 - £15,513
Applications are invited from persons with suitable qualifications and successful teaching experience for the above post, with responsibility for Art Education throughout the County.
Application forms and further particulars available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS5 5BN. (Tel:(0642) 248155, ext 3000), to whom completed forms should be returned by 3rd July, 1981. (17477) 387-80

CLWYD
COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR CAREERS OFFICER
In the Wrexham District. Salary on scale APS 26870 - £7338 p.a.
Applications are invited from suitably qualified and experienced Careers Officers. Duties include deputising for the District Careers Officer, liaising with a team of careers officers responsible for guidance work in schools. A large proportion of the pupils' Careers Officer's caseload will be with 'A' level students.
Application forms and further details obtainable from the Director of Administration and Legal Services, Shire Hall, Mold, Clwyd (Tel. Mold 6181, Ext. 353) to be returned by 30th June.
E.R.L.L. DAVIES, Director of Administration and Legal Services. (17585) 391-80

DURHAM
COUNTY COUNCIL
TRAINEE CAREERS OFFICERS (2 posts).
Applications are invited from graduate or equivalent (salary depending on age and qualifications within the range £3,840 - £4,950).
The trainee will be seconded on a one-year full-time course leading to the Diploma in Careers Guidance commencing in September, 1981.
A Union Membership Agreement is in operation and applies to these posts.
Further details and application forms returnable by 4th July, from the Director of Education, County Hall, Durham DH1 5UQ, using a stamped addressed envelope and foolscap envelope. (17916) 391-80

DURHAM
COUNTY COUNCIL
CHESTER-LE-STREET PARK VIEW COMPREHENSIVE SCHOOL
ASSISTANT TUTOR/MANAGER.
Applications are invited from suitably qualified and experienced persons for, the above post, at this purpose designed joint project, centred on the school, with additional community facilities, provided by the District Council. The post will involve school, youth and community responsibilities.
Salary Scale Burnham Scale 2.
Stamped addressed envelope for further details and application form, returnable by 3rd July, 1981 from the Director of Education, County Hall, Durham DH1 5UQ. (17980) 391-80

ESSEX
CAREERS OFFICER
(Ref. C6058)
CAREERS OFFICER
(Ref. C6059)
£4,485 - £5,901.
Applications are invited from graduate holders, preferably with qualifications who have the ability to tackle problems of young people, advise a mixed ability group of young people, experience in teaching, industry or commerce would be an advantage.
Candidates who have completed a course of training for the Careers Service will be graded APS (£6,540).
Closing date: 26th June, 1981.
Application forms and further details are available from the County Education Officer (Ref. C6058 and C6059), Education Offices, Market Hill, Chelmsford, Essex CM1 1LH. (Telephone: Chelmsford 56766, Ext. 341).

HAMPSHIRE
EDUCATION COMMITTEE
CAREERS SERVICE
TRAINEE CAREERS ADVISERS (2 POSTS)
£4303 - £5146
Applications are invited from persons holding a degree, HND or equivalent qualification and who preferably have had at least one year's full-time employment or other relevant experience. Successful applicants will be attached to Headquarters or one of the Divisional Careers Offices initially and will be seconded to one of the full-time training courses leading to the Diploma in Careers Guidance in the autumn.
Application forms and further details from Personnel Services Office or The Castle, Winchester, quoting reference 6/81. Returnable by 4th July, 1981. (18000) 321-80

HOUNSLOW
LONDON BOROUGH OF
EDUCATION DEPARTMENT
EDUCATION ADVISER - MODERN LANGUAGES
Required with the Education Service of the London Borough of Hounslow. The successful applicant will join a team of advisers, one of whom works in a specialised as well as general field. The adviser appointed will be required to cover the whole range of modern languages in the curriculum. Applicants will be expected to have good qualifications and experience in the field, including the holding of a senior post in schools, colleges, education, or the advisory service. Salary is in accordance with Soulbury scale for general advisers (Burnham Head Teacher 1(b), plus London Allowance. An essential user car allowance will be payable in accordance with the Council's scheme.
Application forms from Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN. Tel 01-570 7728, ext 7122. Closing date: 3 July 1981. (17926) 391-80

General

HEREFORD
DIOCESE OF HEREFORD
YOUTH EDUCATION ADVISER
Required with appropriate qualifications and experience to be a member of a lively team.
Details from: The Bishop of Hereford, The Bishop's House, The Palace, Hereford, HR4 9BL, to whom applications must be returned by 9th July 1981. (14863) 388-80

PRINCIPAL - SOUTH COAST
The advertiser under Box No. TES 4100 wishes to thank everyone who replied. Owing to the large response, it has been impossible to contact everyone and we wish to advise that the position has now been filled. (18767) 322-80

SHROPSHIRE
COUNTY COUNCIL
North Shropshire District Council
ADAMS SPORTS CENTRE
Lows Hill Road, Wem, Shrewsbury SY4 5LU
DEPUTY MANAGER
Grade APS £4880 to £5148 plus 14% shift allowance.
Applications are invited for the above post at this joint youth sports centre. Candidates (male or female) should have qualifications in Recreation Management or Physical Education.
Further details and application forms are available from the Director of Sports and Recreation at the above address.
Telephone Wem (0939) 32326.
Closing date 4th July 1981. (14408) 382-80

WANDSWORTH
WANDSWORTH COUNTY FOR COMMUNITY RELATIONS
NURSERY SUPERVISOR
Riverside Community Nursery has been open for 2 years and plays a major role for under 5s in a multi-racial area.
The present Supervisor is leaving, and we are looking for someone to be responsible for the future development of the Nursery and to lead the team of workers. You might have experience of under 5s in a school, a community project, or another kind of pre-school set up. If you are looking for a challenge and something different we would like to hear from you. Salary APS £4978 - 7266 (currently under review).
For further details and an application form, send large sae to: Mrs. Rona Newman, WCCR, 1 Trinity Road, Tooting SW17 7RR. Closing date: 3rd July, 1981. (18988) 322-80

Educational Psychologists

SURREY
COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGISTS (TEMPORARY)
For Surrey County Council's School Psychological Service. Two posts will be vacant from 1 August 1981, each to cover a period of up to 6 months, which has been granted on maternity leave.
Duties will include psychological assessment, treatment and advisory functions in both clinical and educational settings. Close association with other agencies and professional employees of the County is necessary.
An Honours Degree in Psychology or equivalent training and experience, together with post graduate training in Educational Psychology are essential.
Salary is from £7808 - £11795 plus £1,000 London Allowance.
Application forms from County Education Officer (Ref. ATP/TES), County Hall, Kingston upon Thames, Surrey, KT1 2DJ. Tel: 01-546 9581 (24hour). (17977) 341-80

Assistant Area Education Officer

Salary: £9,576-£10,731

Based in the Area Education Office, Plymouth.
We are looking for a person with experience in education administration, who will be able to exercise initiative for this senior position. You will have overall responsibility for both teaching and non-teaching staff.

Application form and job description (SAE please) from the Chief Education Officer (Ref: BR6), County Hall, Exeter returnable by 1st July 1981.

TES2321

DEVON

Belfast Education & Library Board

Applications are invited for the post of

CHIEF OFFICER

which will become vacant on 1 February 1982 on the retirement of the present Chief Officer Mr. W. J. Patterson MA.

The Chief Officer who is also the Chief Education Officer and Secretary to the Board is responsible for co-ordinating and directing the activities of the Board in relation to the provision, maintenance and development of the education and library service, including youth service activities, in the Board's area.

The Board, a corporate body, is the education and library authority for the Belfast Area, the area encompassed by the Belfast City Council. The population of the area is approximately 360,700 of whom about 74,600 are children of compulsory school age.

Candidates for appointment must hold a degree or such other professional qualification as is in the opinion of the Board and the Department of Education equivalent thereto and should have an extensive range of experience at an appropriate level in public service administration. Preference will be given to candidates with experience in educational administration.

The salary scale for the post is £18,134 x 408(3)-£20,358 (to be reviewed 1 July 1981).

Further information about the appointment is available from the Personnel Officer, Board Headquarters, 40 Academy Street, Belfast BT1 2NQ, telephone Belfast 29211.

The closing date for receipt of completed applications is 4.00 p.m. Friday 24 July 1981.

TES2321

CATERING ADVISER
£8,600-£10,500 (under review)

Age Limit: Applicants must not be more than 55 years of age on the closing date (ie born on or after 10th July 1926).
Closing date: 10 July 1981.
Job Ref. SB 66/81/T. Tel ext 250.

Department of Education (Northern Ireland)

The Catering Adviser will be required to advise the Department of Education on all aspects of Educational Catering although the main duties of the post will be concerned with the school meals service. This will involve liaison with the Senior School Meals Organisers of the 5 Education and Library Boards and with the Managers of the voluntary grammar schools. Some travelling within Northern Ireland is entailed.

Applicants must have considerable experience of large scale catering management, including preferably some within the School Meals Service. In addition they must possess:

(i) a recognised degree in catering; or
(ii) a Housecraft teachers Diploma; or
(iii) a HND in Institutional Management/Hotel and Catering Administration; or
(iv) a Diploma in Institutional Management (3-year course, first examination July 1964); or
(v) a Certificate in Institutional Management (2 years college, one year in approved employment, last examination Easter 1964); or
(vi) HCIMA Final Membership examination.

Applicants must also possess a full current driving licence, ownership or use of a car is essential.

The Civil Service Commissioners may decide to interview only those applicants who appear from the information available to be best qualified.

Starting salary will be related to qualifications and experience.

The post is open to both men and women.

Please write or telephone for an application form (using the extension number indicated and quoting the job reference) to the Civil Service Commission, Basepark Buildings, Upper Newtownards Road, Belfast BT4 3NR (telephone Dundonald 4585). Completed forms must be returned to arrive not later than the closing date stated.

TES2321

NORTHERN IRELAND

Examiners

NEWCASTLE UPON TYNE
NORTHERN COUNCIL FOR TERTIARY EDUCATION
Applications are invited from suitably qualified and experienced persons for the following appointments:
(a) - MINING CRAFT COURSES (SECOND YEAR (GS))
Paper I: Technology and Practice
Paper II: Technology and Practice
Paper III: Studies
(b) - BASIC ENGINEERING CRAFT (FITTER PART I (FAB) AND WELDING (BIAB) COURSE
Paper I: Technology and Practice
Paper II: Studies (Fabrication and Welding)
(c) - COMMUNICATION, INDUSTRIAL AND SOCIAL STUDIES (SECOND YEAR)
Paper I: Communication Skills and Industrial Studies
(d) - LIGHT AND HEAVY VEHICLE MECHANICS (PART II, FIRST YEAR)
Paper I: Light and Heavy Vehicle Technology
Paper II: Light and Heavy Vehicle Technology
Paper III:
(e) - WOOD TRADES (CARPENTRY AND JOINERY) COURSE (FIRST YEAR)
Paper I: Technology (Paper I),
Paper II: Technology (Paper II),
Practical Activities.
(f) - WOOD TRADES (CARPENTRY AND JOINERY) COURSE THIRD YEAR
Technology and Associated Subjects
(g) - TROWEL AND ROOFING/BRICKLAYING COURSE (FIRST YEAR)
Craft Theory and Associated Subjects (Paper I)
Craft Theory and Associated Subjects (Paper II)
(h) - MECHANICAL SERVICES (PLUMBING) COURSE FIRST YEAR
Technology (Paper I),
Technology (Paper II),
(i) - MECHANICAL SERVICES (PLUMBING) COURSE SECOND YEAR
Technology (Paper I),
Technology (Paper II),
(j) - MECHANICAL SERVICES (PLUMBING) COURSE THIRD YEAR
Technology (Paper I),
Technology (Paper II),
(k) - SECRETARIAL COURSE (Shorthand (Advanced) Speeds Tests (60, 70 and 80 w.p.m.)
(l) - ENGLISH (TECHNICAL COURSES)
Grade I
Grade II
Forms of application returnable by 10th July, 1981 and further particulars may be obtained from the appointments officer, Northern College of Education, Sandyford Road, Newcastle upon Tyne, NE2 1QU. 361-80

JOB OPPORTUNITIES
With record companies, radio stations, music magazines etc. Experience unnecessary, would suit full-time students. Send s.a.e. for free booklet giving 750 vital addresses listed).
Music Industry Opportunities, 7 Grove Road, Sutton, Surrey SM1 4DA. PRESTIGE Tunnel, Devon. (03329) 331-80

LANCASTER
LUDUS DANCE IN EDUCATION COMPANY
DANCER/TEACHER
Ludus Dance Company is looking for a qualified and experienced dancer/teacher to teach dance in schools. The person appointed will work closely with the Company and Wigan Education Authority in promoting and developing dance in schools.
The post involves working with teachers and children in schools, helping to prepare for the Company's visits to schools and in the devising of teaching materials and the development of programmes for children of different age groups. May also involve working with young adults and in the community.
Salary negotiable. Must drive, expenses paid.
Auditions/interviews held in July.

Librarians

SOMERSET
WYRDE COLLEGE
Assistant Librarian (Charted)
A new post, subject to establishment approval, is available in the recently opened College Library. Experience, including provision of careers information, desirable.
Salary £5,862 - £6,981 p.a. under review from 1st July.
Further particulars and application form from Principal's Secretary, Somerset College, Taunton, TA1 5AH, returnable by 26th June. (17811) 371-80

Miscellaneous

AVON COUNTY
THE MUSIC CENTRE
1 Edgeleigh Road, Redland, Bristol BS6 6YJ
(1) Required from September 1981, strings teacher for the Northavon area of the County.
Applicants should be able to teach Violin or Viola, but a specialist violinist is preferred. Membership of Staff Orchestra is available for suitable candidate. Car essential. Mileage allowance payable. Scale 1 or Specialist Instructors scale for experienced orchestral musician.
(2) Peripatetic Brass teacher required from September 1981 for the Bristol area. Must be able to teach all brass instruments and specialise on Trumpet.
Scale 1 or special instructors scale for experienced orchestral player essential. Mileage allowance payable. Possibility of joining Staff Orchestra giving concerts and occasional teaching and coaching at Saturday Music Centres.
Applications (including curriculum vitae) immediately to the Director of Instrumental Music at the above address. (17875) 391-80

ISLE OF WIGHT
MEDINA VALLEY CENTRE
The Christian holiday and educational Centre on the Isle of Wight requires a FIELD STUDIES DEPARTMENT, a course teacher and assistant. Courses offered to guests include Bible, Archaeology and Environmental Studies.
Enthusiasm, flexibility, imagination and the ability to work as one of a team are vital.
Initial interviews will be held in the London area.
Apply to: Colin Riches, Director, Medina Valley Centre, Mellor Lane, Newport, Isle of Wight, PO30 5TE. (17845) 391-80

BRADFORD
CITY OF
METROPOLITAN COUNCIL
MANNINGHAM BOYS' SCHOOL
13 - 18 Mixed Comprehensive
950 Pupils
Required for September 1981 for qualified teacher with Service experience to organise and develop a 'Pre-16' type course for unemployed school leavers of less than average ability.
As part of the provision for 16 - 19 year olds this course has (but 25 hours per week will involve Remedial Education, Social Education, Recreation, Work Experience and, where appropriate, Basic as a Second Language.
Candidates should be interested in the needs of under privileged young people, be well prepared and should be enthusiastic in creating a positive organisation applicable to their needs.
Application forms may be obtained from the Personnel Department, Provincial House, Bolton Road, Bradford BD1 4NP and should be returned to the Headteacher, Carlton-Bolling School, Undercliffe Lane, Bradford, BD3 0PD by July 10th, 1981. Reference No. 3516/TES. (18439) 391-80

LEICESTERSHIRE
RUTLAND COMMUNITY MUSIC CENTRE
Flute-Clarinet Teacher required for 1½ days and a Graph Teacher for one day per week to teach in Rutland, Leic. A car is essential and mileage allowance paid.
Please apply to The Organiser, Rutland Community Music Centres, 20, 21 Wakerley Rd, Barrowden, Oakham, Leic. LE15 8EP. (18441) 391-80

LONDON
TRAINING AND DEVELOPMENT OFFICER
The Pre-school Playgroups Association is looking for a Training and Development Officer in the South East Region (Surrey, East and West Sussex, Kent). The post is full-time. The successful applicant will be expected to encourage the development of the playgroup movement and training opportunities for all involved in playgroups. Salary scale £5,430 - £6,450; secretarial and travelling expenses paid.
Write for further information and application form to General Secretary (SE/DO), PPA, Alford House, Aveline Street, London SE11 5DH. Closing date for applications: 3 July 1981. (18965) 391-80

SOMERSET
BUCKLER'S MEAD JOINT SPORTS CENTRE AND ST. MICHAEL'S ALD
Yeovil
APPOINTMENT OF MANAGER, Salary in accordance with Burnham Primary and Secondary Scale 3, £6,513 to £9,432 per annum.
For further details see main Somerset County Council composite advertisement. (17145) 391-80

Outdoor Education

HEREFORDSHIRE
MANAGER
HEREFORD CHILDREN'S HOLIDAY CENTRE
Mal Young Adventure Ltd. are a leading company in the children's holiday market.
This year we are opening four new centres in the Cotswolds.
Our ideal candidate would be aged about 25, probably a teacher who has experience of outdoor pursuits: particularly climbing, canoeing and archery who would like a challenging job from 1st July to 25 August.
The job calls for someone who has lots of enthusiasm and energy and who would enjoy the close contact which exists with staff and children on this small centre.
Accommodation and a competitive salary are offered.
Write for further details to: Jane Bridge, Mal Young Adventure Ltd, 216 Station Street, Rosson-Wye, Herefordshire, HR9 7AT. Tel: Ross-on-Wye (0989) 64033. (14060) 388-80

HEREFORDSHIRE
INSTRUCTIONAL STAFF.
Required for children's Holiday Centres in the UK and France, to teach Sailing, Canoeing, Windsurfing, Archery and Riding.
For full details contact: Julie Smith, T.O.P.S., 43 Broad Street, Ross-on-Wye, HR9 7DY. Tel: (0989) 4101. (18977) 388-80

S. DEVON
COUNTLANDS CENTRE
Kingsbridge, S. Devon.
Specialities in School Journeys, Field Courses and Outdoor Pursuits Programmes. Close to coast and Dartmoor. Lecture/project/recreation rooms. Gymnasium. Games field. Licensed bar. Quad Pool. Open all year - centrally heated accommodation.
Details: Dept. TES, or Tel: (0548550) 287. (17448) 388-80

FREE Outdoor Pursuits Course (August - 18/25th) for teachers considering where to take their school next year.
Bowles Outdoor Pursuits Centre, Tynybwlch, Wales. Criccieth (0766) 4187. (18919) 388-80

PERIPATETIC INSTRUMENTAL TUTOR

Applications are invited from suitably qualified musicians for appointment as a teacher or instructor of instrumental music in the High Peak and West Derbyshire area. There is one post for tutors offering:—

Woodwind Instruments

It will be a full time appointment on Burnham Scale 2.

Application forms and particulars for the above post (s.a.e. please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG, closing date 1st July 1981.

TES6G381

DERBYSHIRE County Council

Could you be a teacher with a difference?

As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs.

During your first three years, your students may be Corporals and Sergeants studying for their promotion examinations.

Alternatively you may be teaching young Soldiers: teenagers away from home for the first time. To improve their self-confidence and the Army's efficiency, we send them on Outward Bound courses and encourage them to sit GCE, TEC and City & Guilds exams.

Later on in your Army Career, you could serve on the academic staff at the Royal Military College of Science at Shrivenham or the Royal Military Academy, Sandhurst: other appointments are in Officer Education, language training or as a training adviser.

You could give career guidance and resettlement training to Officers and Soldiers leaving the Army.

You will also be given every opportunity to improve your own professional qualifications up to postgraduate level.

A teacher and an Officer.

Capt. Ralph Morrison B.Ed

Although we accept that your main interest is in education, we'll expect you to train for the task of also being an Army Officer.

After training, you will receive a commission with the same opportunities for promotion and the same levels of pay as any other Army Officer. Starting salary will be between £5,950 and £8,979 depending on your qualifications and experience.

Capt. Christine Watson B.Sc, A.R.C.S.

Male and female teachers.

We'd like to hear from men and women who are aged under 30 and are medically fit. They will be qualified teachers or graduates or at present studying at college or university.

If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life.

You may first want further information on pay, promotion and how to apply.

A booklet covering these and many other questions can be obtained by writing to Lt. Col. C.C. Baker, BSc, RAEC, Recruiting Staff, (Department E28), RAEC Centre, Wilton Park, Beaconsfield, Bucks HP9 2RP.

Army Officer

Assistant in Fitness Gymnasium

The Burmah Group is a major oil-based industrial enterprise active in a variety of fields. At its headquarters site, in the heart of Wiltshire, are over 900 staff from a number of Group companies.

Amongst a range of medical facilities is a well-equipped modern gymnasium to cater for those who require fitness training. Administering the appropriate exercise for such staff is the major task of the Gymnasium Supervisor, and both he and the Group's Chief Medical Adviser are keen to train a promising candidate in this field.

The main emphasis of the work is on the prevention of mental and physical stress by regular exercise under close supervision, a challenging and relatively new approach to the prevention of cardiac and other diseases, combined with the rehabilitation of a small number of employees returning from sickness or accident absence.

Applications are invited from those qualified in physical education, physiotherapy or remedial gymnastics, who also have at least three years' post-qualification experience.

Salary will be commensurate with age and experience, and other large-company benefits will include relocation assistance where necessary.

Please send a full CV or ring or write for an application form to: Alison Harper, Recruitment Officer, Burmah Oil Trading Limited, Burmah House, Pipers Way, Swindon, Wiltshire SN3 1RE. Telephone: 0793 47400.

Burmah

English as a Foreign Language

DORSET
EFL Teachers required to start 27 July/3 & 7 weeks.
Phone Phillip Duerdoth for early interview (0202) 885119. Kings School of English, St Johns Hill, Wimborne, Dorset. (14615) 393-80

EASTBOURNE
BEDALES SUMMER SCHOOL
11th July - 1st August 1981.
Two Graduate Teachers (with TEFL qualifications) required. Good salary and accommodation in Petersfield. Lunches, etc., in School.
Apply Meade School of English, Restaurant, Winchester (0962) 3433/6. (14997) 395-80

ESSEX
EAST ANGLIA COLLEGE
4-week TEFL training course com mencing July 8th. Write to the Secretary, 81a Lodge Lane, Grays, Essex, RM17 5RY. (09325) 393-80

KIRKLEES
METROPOLITAN COUNCIL
BATLEY GIRLS' HIGH SCHOOL
Field Mill, Batley, West Yorkshire WF17 OBJ
English Teacher - Scale 1.
Post for further details see under Secondary, English Scale 1. (14950) 395-80

LEARN TO TFL THIS SUMMER
See page 8 for Pilgrims. (15770) 395-80

INDONESIA
ENGLISH AS A FOREIGN LANGUAGE
See advert under Overseas Appointments. (14803) 395-80

LINCOLNSHIRE
Teachers required for Children's residential Summer School.
Write, R.E., Box 3 Stamford Lincs. (14325) 395-80

LONDON SW1
EFL Teacher with full R.S.A., LB Grade B or better, required. (14-30/6040. (18068) 395-80

Service for Hearing Impaired Children

Teacher of the Deaf

Applications are invited for the post of permanent supply teacher of the deaf, available from January 1982. Duties will be mainly peripatetic but service in the partially hearing units will be required.
Salary: Burnham Scale 2 plus SSA. A car allowance at the casual user rate will be payable.
Closing date: 3 July 1981.
Application forms and particulars for the above post (SAE foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.

TES3G0391

DERBYSHIRE
County Council

A Private Charitable Trust has limited funds available for assistance towards the cost of text books or library reference books in state primary or secondary schools where there is a shortage due to inadequate funds.

Head teachers or parent/teacher associations wishing to apply for grants to meet specific needs for the next academic year should apply, giving full details, to

BOX NO. TES004142

The Times, WC1X 8EZ.

TES6G0381

It's time to face up to Your Future

Is teaching really offering you the sort of career challenge you're looking for? Are you getting out as much as you're putting into it? Perhaps it's time to rethink your future. May we suggest Nursing?
Many of the qualities you need as a Teacher are equally valid as a Nurse. An ability to communicate; a feeling for people and a commitment to society. But when we say nursing, we're thinking particularly of helping those who are mentally ill or handicapped. Undoubtedly the most challenging but rewarding areas of nursing care.
Here in Croydon we have a reputation for work in these highly specialised fields and we are always on the lookout for mature, emotionally stable men and women who can, in addition to providing practical nursing skills, bring qualities of understanding, patience and a sense of humour. Those who can also bring experience of teaching art, craft or P.E. would be especially welcome.
If you are looking for a worthwhile and progressive career we can provide all the training you need to qualify as a Registered Mental Nurse (RMN) or a Registered Nurse for the Mentally Subnormal (RNMS), during a three year course at either Warlingham Park Hospital, Warlingham (for RMN) or St. Lawrence's Hospital, Caterham (for RNMS).
It's very much a face to face environment with a high degree of individual personal involvement. And that's what makes it so rewarding.

If you would like details of the training courses available, fill in the coupon and send it to the Director of Nurse Education, Croydon School of Nursing, Mayday Hospital, Mayday Road, Thornton Heath, Surrey CR4 7YE. Please state which area of nursing interests you.

I am interested in further information about nurse training at St. Lawrence's and Warlingham Park Hospitals.
NAME.....
ADDRESS.....
.....Date of Birth.....
'O' Levels gained and grade.....
☐ RMN ☐ RNMS
(Please tick appropriate box) TES0031

Appointments Wanted

CLASSICS
Experienced teacher, Oxford M.A. (Mods and Greats), require, for September 1981, full-time Classical post preferably Classical school-teaching of good academic standard (up to A-level and/or university entrance).
Any part of the U.K. considered.
Full C.V. and referee. Write Box No. 4144 TES, The Times, WC1X 8EZ. (17818) 401-80

COUPLE SEEK POST(S)
both, any field, any level, any time next year. Wide experience including overseas. He maths, physics or physics - maths. She: community work - medical. Write Box No. 4142 TES, The Times WC1X 8EZ. (14487) 401-80

MATHS TEACHER
Maths Teacher, and a Geography with Art Teacher required September. Middle and Senior School work in Boys prep School. C.S.E. & P.S.S. Boys Games an advantage. Must be young and qualified. Hingham Scale. Accommodation available. Surrey Area.
Apply HM, Box No. 4144, The Times WC1X 8EZ. (14380) 401-80

MUSIC GRADUATE
18 years experience of Junior, piano work. Jun. English, Flute/Piano/Recorder. Flexible. Hamburn area, due to family move.
Tel. 0855-410819, after 7 pm. (18096) 401-80

QUALIFIED WOODWIND
Qualified WOODWIND teacher (flute, oboe, clarinet, bassoon and saxophone). Experienced in classwork, wishes work in the Kent/Sussex area.
Write Box No. 7758 4148, The Times WC1X 8EZ. (14868) 401-80

Educational Courses

COURSE DIRECTORS required for 1982 summer courses from 1st July at our Edinburgh, York, Lancaster and N. East centres. Tel: 061 434 2675 Nord-Anglia. (1857) 431-80

KENT
Learn to TEFL this summer. See page 8 for PILGRIMS. (14488) 401-80

LONDON W1
Staff urgently required as follows for residential courses with overseas teenagers in universities as follows:
7-14/8 Social Director. Reading 4/8-27/8
2 Teachers, Exeter 5/7-27/7
1 Teacher, Weymouth (family-stay) 5/7-1/8
Qualifications: P.G.C.E./R.S.A./I.H. + T.E.F.L.plus minimum 1 year's full time teaching. Referees. R.L.S. Bronze Medallion preferred. Must be available for interview and briefing 25 June - 3 July inclusive. Please send full C.V. + telephone Contact number to: Summer School Organiser, Resort Summer Schools, 7 Charlotte Street, London W1P 1HD. (17822) 395-80

LONDON
EFL TEACHERS
Find out about your option! ILTB (CSWEI) - the union for all language school staff. Contact: c/o 21 Step St. London W1 or 637-3073.
You're welcome at ILTB meetings here. 4.30 second Monday of Month. (17805) 395-80

NORWICH
Education magazine publishers seek Commission Agents with knowledge of TEFL for London, the Midlands and the North of England respectively. Adequate samples; exclusive distribution rights.
Write or phone: Anglians (Norwich) Ltd., 3 Elmer Rise, NORWICH (0603) 304482. (14881) 395-80

LONDON
UNIVERSITY OF LONDON
GOLDSMITHS' COLLEGE
Part-time Degree Courses in Anthropology and Psychology Health Psychology Religious Studies by day or evening study.
Full details and application forms should be obtained NOW from the Admissions Office, Goldsmith's College, New Cross, London SE14 6NW. Tel: 692-0211. (07833) 431-80

LONDON SE3
THE CHILD AS A COMPLETE PERSON - A TRULY MULTI-PROFESSIONAL APPROACH
Annual Summer School of the British Association for Early Childhood Education at University of St. Andrews, Fife, Scotland 23rd - 30th July, 1981. Many eminent Speakers. Fees Resident £105. Members £90.
Enquiries and bookings to The Secretary, B.A.E.C.E., Montgomery Hall, Kennington, Oval, London SE11 5EW. Tel: 01-582-8744. (14870) 431-80

LONDON
Applications are invited from linguists interested in following an intensive six month part-time course to become London Tourist Guides. Age limit 23 - 35. Cost of course £900. T.V.A.T.
For details and application form, please contact London Tourist Board, Tel. 01-730 3450 Ex. 844. Closing date June 29th. (14356) 431-80

S. DEVON
'A' LEVEL BIOLOGY FIELD COURSE
24th-30th October '81.
To cover theory and practical fieldwork on shore, marsh, river, woodland and moorland.
Applications and details from Dept. T.H.S., Courtland Centre, Kingsbridge, South Devon TQ7 1LS. (Tel. Kingsbridge (0548) 5551 ext. (07628) 431-80

SKIING
Did you know that the English Ski Council are running special courses for teachers at various Ski Centres around the country this summer.
Please give them a ring for more details (01-540 8441) or write to E.S.C. Area Library Building, The Broadway, Ealing, London W5 5JQ.
Sorry, no Canadians. (14080) 431-80

SUSSEX
EDUCATION IN STEINER SCHOOLS
KINDERGARTEN - UPPER SCHOOL
24th - 31st July 1981 at Emerson College, Forest Row, Sussex (RH18 5JX). Tel: Forest Row (034289) 3552. (17665) 431-80

Personal

Announcements

BUCKINGHAMSHIRE
COMMUNE - STUDY CENTRE
30 miles N. of London seeking 6 new members. We are 13 adults and 11 children. Property comprises 30-roomed mansion, 17 acres and very large stable block. We intend to function as a residential study centre and publishing base. Interests: community activities, ecology and alternative technology, third world studies, feminism and education and we envisage half-time jobs, social studies. Min. initial capital contribution £6,000 per person . . couples £10,000.
Write: 20 Cumberland Mansions, West-end Lane, London NW6 2LS. Tel: (Mrs.) Redfield, Winslow, Bucks. (14884) 471-80

HOLIDAYS AND PERSONAL LOANS from £100 arranged without status interview. Contact Carol at Robson Lee, 107 Fenchurch Street, London EC3. Tel: 488-2000. Phone at call for evenings, weekends. Or phone: 01-639 8356, 10317. 471-80

IMMEDIATE ADVANCES
£100 to £20,000
Written terms on request
REGIONAL FINANCE LTD.
31 Dover Street, Piccadilly, London W1
(09010) 01-491-4854 471-80

JOB-HUNTING? Seeking promotion? Helpful hints on all aspects writing your own curriculum vitae with specimen curriculum vitaes, application forms and letters; preparing for interview including likely questions, and opening and closing letters; all in booklet form. Send £2.50 to Robson Lee, No. 176 4884, The Times, WC1X 8EZ. (00178) 471-80

LONDON
Professional person with considerable experience of nursery age children, seeks position in private home for Sept. 1981. Has spoken French in nursery with young children. Write, box no. 7758 4141, The Times, W.C.1X 8EZ. (14881) 471-80

MILTON KEYNES COLLEGE OF EDUCATION
Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NB.
Telephone: Milton Keynes 314840
FINAL COLLEGE REUNION
Former students and staff of Milton Keynes College of Education are invited to a party in the College Bar on Sat. Weekend, 10, 11 and 12 July 1981.
Full details of events and tickets can be obtained from the Senior Administrative Officer at the above address. (13948) 471-80

MORTGAGES - 'Top-Ups' remortgages, secured and unsecured loans for teachers - Martin Hasseck Ltd. Incorporated Mortgage Brokers, Prospect, London NW3 1LL. Tel. 01-455 4653 (24 hour answering). (00176) 471-80

REPORT-WRITING? Helpful hints, ideas and many examples. Ages 11 - 16. Ideal for subject teachers. Send £2.50 to: WORDS AND SCRIBES, Box Number 7758 4140. (16904) 471-80

SAME DAY LOANS unsecured £100 - £5,000 - Investmental Investments Ltd., 4 The Green, Richmond, Surrey. Telephone: 10-940 9852 or 8999. Ext. (934). Written quotes on request. (00180) 471-80

WRITE and sell Children's Books. Mail tuition. Editorial advice free. Prospectus: Children's Books, 29 Barlings Road, Manchester M13 0WT. (00183) 471-80

BANK LOANS immediate up to £5,000. Building Society mortgages, all sizes, also unsecured loans. Free brochure. Call or write for details, telephone number (office) 0533 883883 (24 hrs) London N8). (00011) 471-80

WARREN RECORDINGS offer service cassette duplicating, free line from your home, Warren Recordings, 39 Herne Avenue, Hayes, UB4 8JA. Telephone 01-573 0306. (00364) 471-80

WRITE FOR MONEY Articles, stories, Personal consultancy, coaching of all aspects of writing for the press. Details from: The Press Association Ltd. (TES2), 19 Hertford Street, London W1Y 8AA. Telephone 01-493 8235. (16730) 471-80

T - SHIRT and S.S. prints to your school, College, Club or Society. Send for free brochure to: Rivet Print, Linthampstead, Nr. Reading, Berks. Tel: 0635 66064 7858. (17804) 471-80

Charlotte Mason College of Education
Ambleside, Cumbria

September 1982
Applications are invited for the

In-Service Bachelor of Education Honours Degree

in

Applied Education

validated by the UNIVERSITY OF LANCASTER

This course is linked with the innovatory initial-training Honours B.Ed. in Applied Education pioneered by the College.

Full details and application forms (returnable by October 31, 1981) may be obtained from the Registrar, Charlotte Mason College of Education, Ambleside, Cumbria LA22 9BB.

TES4A0491

EUROCENTRES

SUMMER TEACHING VACANCIES ENGLISH AS A FOREIGN LANGUAGE

We shall be taking on extra staff in our Centres in—

BOURNEMOUTH
For the periods 8th July — 1st August and 31st August — 26th September, 1981.

BRIGHTON
For the period 8th July — 15th August 1981.
We are looking for graduates and/or certified teachers with T.E.F.L. qualifications and experience.
If you are interested in working with a well-established, forward-looking Organisation please write for further details, stating periods available and Centre preferred, enclosing a Curriculum Vitae, to:—
D. Ferris, Principal, Eurocentre
26 Dean Park Road, Bournemouth BH1 1HZ, Dorset.
If you do not receive a reply to your application within two weeks please assume that it has not been successful.

TES0039

BELL EDUCATION TRUST

Bell College, Saffron Walden, Essex.

TUTORS IN ENGLISH AS A FOREIGN LANGUAGE

Applications are invited for three positions on the permanent tutorial staff of this residential college from overseas students. Applicants should hold appropriate qualifications at post-graduate level and have substantial teaching experience.

Starting salary will be within the range £4622 x 14 - £7566 (currently under review).

Application forms and further particulars may be obtained from the Principal, Bell College, South Road, Saffron Walden, Essex CB11 3DP (Telephone 0799 22918). Closing date for applications: 6th July. Late applications from overseas will be considered.

TES0038

For Sale and Wanted and Postal Shopping

FOR SALE AND WANTED. Tiles for Sale, produced by well known firm. Roofing Colombo Tiles, Ltd., 14 Prestwich, Manchester M25. 0ZA. (14185) 473-80

NORFOLK Lakeland 126 Colorvox 200, 16 Bell & Howell 800-DS or 8000, 16 Bell & Howell 800-DS. Tel: Diss (0379) 2551. (13648) 473-80

WANTED TO BUY. Secretary electric to Bomb/Scott/Royal, by private couple, equalised preferred. Cash available. Please write Box No. 7758 4139, The Times, WC1X 8EZ. (14019) 473-80

ALWAYS plenty of bargain set books and sets in stock. Carpets and furniture at special prices. Educational Exhibitions, 3 Queensgate Terrace, Taunton, Somerset. Telephone 0823 77000. Furniture on commission basis. Part exchanges welcome. (14884) 473-80

SET of branded golf clubs for sale, as new £60 ono. Tel: 01-969 3135. (14884) 473-80

SOUTH Devon Holiday Flat, sleeps 4 plus cot, all mod. cons., colour TV, garage, garden, sea views. Available July/August. Tel: Torquay 24828 (after 6 p.m.). (14884) 473-80

CARPETS and Carpet Tiles at unbelievable prices. Any imperfect wool Rug or write for immediate quotation. Free delivery anywhere in U.K. Hiring service in London. Classic Carpets, 84 Stanstead Road, Forest Hill, London SE23. Tel: 699-2277. Also at: Classic Carpets, 1 Bridge Street, Ipswich, Suffolk. Tel: 0473 54321. (14884) 473-80

EDUCATIONAL YEAR DIARIES. Gifts from Prange Ltd., Decoy, Bideford, Devon. EX39 3LX. Tel: (02372) 3101. (14884) 473-80

THE PROBLEM SOLVER. Termly, over then 80 puzzles of a problem or mystery maths puzzle. No. 2 just published. Send £1.50 for set orders to Pskp. Rain Publications, 1 Hampstead Terrace, London NW6. (17801) 473-80

Holidays and Accommodation

N. YORK MOORS Family home, sleeps 6 + 3 available 29th August-5th September ring 0751 31350. (17841) 474-80

SOUTH OF FRANCE 17 day Camping Holidays to Argeles-Sur-Mer. Mobile homes, tents and caravans. London. SPECIAL OFFER to Students and Teachers. £60.00 for 17 days. If single person books, must be willing to share tent with stranger(s). Please write for quote Ref. ST205. Intercontinental Holidays, 326 Princess Road, Luton, Beds. Tel: (0582) 426815. (13827) 474-80

DEVON
HEADTEACHER'S HOME
North Devon Border.
Available Tues 28th July - Tues 25th August. (4 weeks) Furnished country cottage in small hamlet. Only 10 miles from Bideford beaches or North Cornwall Coast. 3 or 4 bedrooms, sleeps 7. All mod. cons. heating and double glazing. Large garden. £100 per week. Reduced rate for complete month's booking.
Telephone Bridgerule 1670 (0288) 381 after 7.30. (14068) 474-80

DEVON
Sept. 4 - 30th August. 4 Bdr. semi-villa 6 Mr. Plymouth Dartmoor ch.: £80 p.w. Sept. £60 per wk. Tel: Plymouth 556410. (14445) 474-80

KENT
STUDY HOLIDAYS
North Kent Coastal Resorts. Coach or mini parties. Ask ALVER Hotel, Ramsgate Terr. Beaconsfield 73344. (14057) 474-80

NORTH YORKSHIRE
STUDY HOLIDAYS
North Yorkshire Coastal Resorts. Coach or mini parties. Ask ALVER Hotel, Ramsgate Terr. Beaconsfield 73344. (14057) 474-80

REDBRIDGE
LONDON BOROUGH OF
ACCOMMODATION - OUTDOOR EDUCATION CENTRE
Mid-Wales

Self contained Bunkhouse accommodation. Sleeps 14. To suit self programmed Field Study group or Outdoor Activity group. Available Monday to Friday.

S.A.E. for further details to: The Warden, Glasbury House Outdoor Education Centre, Glasbury, HEREFORD HR3 5NW. (17851) 474-80

WEST YORKSHIRE
Traditional Stone Terraced Cottage in the Scenic Village of Haworth. Convenient Moors/Coast, Lleam T.V., Sleeps 3/4 £55 - £70 per week.
0535 42491. (14901) 474-80

A TEACHER'S COMPANION is Resort Writing. 3rd Impression. Find an appropriate comment to cover any child for many subjects across 700 in Trusters Prospect, Middlesex, Kent. Mc616 (14) £1.50. (14736) 474-80

ADVENTURE HOLIDAYS 3 weeks Pakistan - India - Nepal 3 weeks East Syria, Jordan, Turkey, Himalayan Trekking 3 weeks to Kashmir, Nepal Overland, 3 weeks Azerbaijan, Russia, Iran. Tel: 01-769 6639. (00268) 474-80

ARCHAEOLOGY in Israel. A taught but rewarding working holiday in the sun. Volunteers needed to excavate desert and coastal sites in Israel. Cost £170 inc. flights, £173.00 including air fare. Send S.A.E. to: Dept. TES, 31 Great Russell Street, W.C.1. Tel: 636 1268. (06955) 474-80

EAST DEVON. Adults only cottages, in the beautiful Coly Valley area. No crowds in school holidays. Central for touring. Bedrooms have bathrooms ensuite. B/B £80. Licensed. Cafe/Tea Room. (Former manager Hemyock Castle). (17802) 474-80

EXMOUTH, central flat, sleeps 4 July/August 083 783 253. (14841) 474-80

SAIL ROUND THE HEBRIDES in 38ft. Ketch. Professional Skipper (ex.M.N.) and Marine, Zoologist cook/mate (Female). Ideal Area for Maritime Wildlife. Tuition given. Gill Yacht Charters, 25 Ardfern Yacht Centre, Ardfern by Lochgilphead, Argyll, PA31 8QN. Tel: 085 22 (14869) 474-80 (13659) 474-80

Properties for Sale and Wanted

FOR TRANSFER, CO-ED PREP. SCHOOL. N.E. London area. 175 pupils. Large freehold property with valuable area of grounds. Excellent exam results and profits. £200,000 inclusive. Terms possible. Mrs. Ladbury, School Transfer Consultant, 27 Ladbroke Road, Horley, Surrey. (17559) 476-80

PREP. SCHOOL. Excel. HM with capital seeks premises in S. England or Wales. (14431) 476-80

WANTED FOR PURCHASE EFL school or suitable premises in or around London. Please write to Box No. TES 6140, The Times, WC1X 8EZ. (13815) 476-80

SUSSEX
South Coast, bijou property, 3 - 4 yrs old. £68,000 inc. goodwill 40 pupils, excellent value. G.Howell, school transfer, P.O. Box 4, Worthem, Sx. RH19 4WE. (14344) 476-80

QUALIFIED/EXPERIENCED
Qualified/experienced lady and gentleman seek day Free School world consular boarders. Genuine enquiry. Box No. TES 004148 The Times, WC1X 8EZ. (14969) 476-80

Home Exchange Holidays

EXETER
French families seek home exchange S/W England. Paris. Central and W. France.
03928/60807. (14851) 478-80

VISITING LONDON this summer? From 30 June to 1st September Middlesex Polytechnic offers exchanging single room accommodation in our hall of residence at Wood Green, North London for mutually beneficial holiday. Children, 10 years and over welcome. Why not stay for the whole week? Further information (accommodation Manager (Tel: 01-348 3161), Wood Green Hall of Residence, Trulock Road, Wood Green Station Road, London N22 6UZ. 01-888 4866. (03764) 474-80

HOLIDAY HOUSE Swap in Berkshire village for similar on the west coast. Perl, first two weeks in August. Box 7758 4145, The Times WC1X 8EZ. (14459) 478-80

HOLIDAY HOUSE Swap in Berkshire village for similar on the west coast, Perl, first two weeks in August. Box 7758 4145, The Times WC1X 8EZ. (14459) 478-80

LONDON TEACHER seeks home exchange for 2 wks on 19 Aug. Chichester Rat. Inc. in Surrey, pref. for Norfolk Broads or similar. Tel. 01-373 32783. (14455) 478-80

LONDON TEACHER seeks home exchange for 2 wks on 19 Aug. June TERRA NOVA by Ted Tuth Chichester Festival success about Scott of the Antarctic 150 mins. by train from Penn'n. N.L. 114-358 479-80

Entertainments

SOUTHEND PALACE THEATRE
(01702) 42564 c.c. 44131 until 20 June TERRA NOVA by Ted Tuth Chichester Festival success about Scott of the Antarctic 150 mins. by train from Penn'n. N.L. 114-358 479-80

Overlooking woods and fields in a beautiful Somerset village. Bristol 22 miles.
Independent school with very good reputation in 3 R's grounding and great prospect for expanding. Age rang now 3–8. Demand to build up to prep. school (13 years). Retirement Sale.
Stone building in four classrooms, hall, six toilets, large garden and car park. Owners five bedroomed flat. Attached three bedroomed house. Close to all the village amenities including sports fields.
£126,000

First advert by sole agents
Alonzo Dawes & Hoddell,
7 The Boulevard, Weston-super-Mare.
Telephone: 32515.

SMALL WORLD MAKE SCHOOL SKIING EASY

...premises to ... and work- ... schemes will start in September 1981, introduce their new Teenage Skiing Programme. ... for education at all. But to be educational, it must be fun. Small World ... one thing. Learning skiing is fun. Small World, acknowledged skiing specialists, introduce their new Teenage Skiing Programme.
School Parties
Our experienced staff relieve teachers of the hassle of both arranging and supervision, so that they can also enjoy a holiday themselves. Our parties are looked after from departure to return. We are situated at Chamrousse, in the French Alps, where the snow record is excellent and the slopes on the doorstep. We have a full programme of skiing and instruction, and cater properly for apres ski activities, all unobtrusively supervised.
Unaccompanied Teenagers
The Small World arrangements offer a custom made solution for your pupils who want to go skiing, even if their families of schools have no skiing plans.
Whichever option you go for, ask for our 'Skiing for Teenagers' brochure.
Small World Travel Ltd, 5 Garrick Street, London WC2.
Tel: 01-836 7836

ABTA ATOL 488 AITO TEBTT474

TEACHERS BUDGET LOAN OFFER

Homeowners borrow from £500-£20,000

Choose your own repayment period from 3-15 years.

You can use the cash for any purpose or pay off all your existing bills and reduce your monthly outgoings. No time-consuming interviews nor will your employers be contacted. Speedy and confidential postal service for earliest completion. Just call us.

PHONE NORTHAMPTON 34141
or write:
HOMEOWNERS FINANCIAL SERVICES
Barclays Bank Chambers
St. Giles Square, Northampton
Tel: (0604) 34141

Licensed Brokers Consumer Credit Act 1974
Loans available in England and Wales only

An in-service course for ... of all ages

BIOLOGY TEACHERS

... two year, evening course starting ... January to Lecturer in Biology at Sabrina Wells Tuition Centre, Bristol.
Emphasis will be placed on the new social and professional implications of Biology, making the course particularly relevant to teachers concerned with current and future changes in school curricula. The course includes a small biological education component and discussion on how information gained in the course can be transmitted by teachers to their classes.

Entry requirements: A degree of which a major part is a Biological Science or Membership of the Institute of Biology, and either a teacher's qualification with at least two years' experience in teaching Biology predominantly or at least three years' experience teaching Biology. People with qualifications other than the above should not be deterred from applying.

Further details and application forms from: The Registrar, School of Engineering & Science, PCL, 115 New Cavendish Street, London W1M 8JS. Tel: 01-486 5811 ext 8234.

TESMM431

Why wait to read yesterday's news in the staffroom copy of TES? Get all the news, views, features, book reviews and jobs to yourself every week. Simply complete one of the coupons below and give it to your local newsagent and be the first in the queue.

THE TIMES
Educational Supplement

Please keep a copy of the TES for me every week until further notice
NAME.....
ADDRESS.....

Please deliver a copy of the TES for me every week until further notice
NAME.....
ADDRESS.....